DOCUMENT RESUME

ED 042 122 AC 008 426

TITLE	Continuing Education of Women.
INSTITUTION	Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
REPORT NO	CIS-32
PUB DATE	Sep 70
NOTE	76p.
AVAILABLE FROM	Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.90
DESCRIPTORS	Ability, Achievement, Adult Education, *Annotated Bibliographies, Comparative Education, Counseling, Disadvantaged Groups, Employment Problems, *Females, Guidance, Homemaking Education, Information Sources, Interests, Participation, Role Perception, University Extension, Voluntary Agencies, *Womens Education

ABSTRACT

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ED042122

Continuing Education of Women

Current Information Sources, No. 32
September 1970

Joint Publication of
ERIC Clearinghouse on Adult Education
and
Adult Education Association of the U.S.A.

AC 008 426

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September 1970

INTRODUCTION

This annotated bibliography covers documents on continuing education of women flowing through the ERIC Clearinghouse on Adult Education (ERIC/AE) during the past 20 months. Many have been announced in Research in Education or in Current Index to Journals in Education, the best sources for keeping up with current literature in this field. These two abstract journals are now widely available in education libraries, universities, and school systems. Both of these catalogs should be scanned regularly to be informed of the latest literature on this subject.

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We have sorted the entries very roughly into broad categories, but, since some documents relate to several categories, we recommend a quick scanning of the entire list.

This compilation continues the coverage of this subject started in a previous publication, Continuing Education of Women, CIS-22, available from the ERIC Document Reproduction Service.

Most entries related to programmed instruction which appeared through the July 1970 issues of Research in Education and Current Index to Journals in Education have been assembled in this or in the previous publication, CIS-22.

Availability of documents. Many items come from standard journals, commercial publishers, or are available from their original sources. Many others, those with "ED" numbers, are available from the ERIC Document Reproduction Service in microfiche or printed copies. Please read carefully the note on availability and instructions for ordering from EDRS on page 68.

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CONTINUING EDUCATION OF WOMEN

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I. INFORMATION SOURCES, BIBLIOGRAPHIES, JOURNALS

WASHINGTON NEWSLETTER FOR WOMEN. Barrer & Associates, Inc. Washington, D.C. Monthly. ($15 a year; subscriptions available from Barrer & Associates, Inc., 1730 M Street NW, Washington, D.C. 20036.)

This monthly newsletter includes brief items of current interest on such topics as women's organizations, day care centers, legal cases related to women's rights and the employment of women, training and continuing education programs for women, women's earnings, and volunteer work. Several brief book reviews, letters to the editor, and announcements of meetings also appear.

SOME CURRENT READINGS IN CONTINUING EDUCATION FOR WOMEN. Greater Miami Council for the Continuing Education of Women, Miami, Florida. 13p. 1969.

A bibliography on continuing education for women includes lists of bibliographies, reports and miscellaneous materials. Among the topics covered are: Adult and Higher Education; Male-Female Research; and Careers for College Women. The reports deal with the counseling of girls and women; the expectations of women; opportunities for women through education; social change and new directions in continuing education for women; programs, problems, and needs in women's continuing education.

WOMEN: A BIBLIOGRAPHY. Cindy Cisler, 102 West 80 Street, New York, N.Y. 10024. (25¢ each; 10 for $2.00.) 11p. 1968.

This bibliography which focuses on various aspects of women's role and problems, presents references which relate women to: economics and work, sociology, psychology and psychiatry, sex and genital sexuality, reproduction and its control, clothes, literature, and socialism. Included also is a section with biographies and autobiographies. References were borrowed from the reading lists of the Toronto and New York women's liberation groups.

CONTINUING EDUCATION OF WOMEN. CURRENT INFORMATION SOURCES, NO. 22. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. EDRS Order Number ED 028 340, price MF $0.50, HC $4.10. 80p. December 1968.

This annotated bibliography dealing with the continuing education of women contains 143 indexed and abstracted entries arranged under the following headings: Sex Differences in Mental Ability and Achievement; Social Role Related Interests and Needs; Employment Related Interests and Needs; Programs and Participation; and Women's Education in Foreign Countries. Most of the documents are dated from 1965 to 1968.

II. SEX DIFFERENCES IN ABILITY, ACHIEVEMENT, ROLE PERCEPTION

WOMEN IN ACTION: SPEECHES AND PANEL DISCUSSION OF THE CONFERENCE-WORKSHOP, MARCH 26, 1969. Michigan University, Ann Arbor, Mich. Center for Continuing Education of Women. Available from Center for Continuing Education of Women, 330 Thompson Street, The University of Michigan, Ann Arbor, Michigan 38104. ($1.00.) 35p. 1969.

The speeches and panel discussion of the annual spring conference-workshop of the Center for Continuing Education of Women of the University of Michigan (held March 26, 1969) covered various aspects of women's involvement in the world beyond their own homes. Topics considered included the needs of the inner city and volunteer work; staffing a radio station's telephone ombudsman service; part-time professional and executive work within a government agency; and the opportunities within a profession such as librarianship. Frequent mention was made of the needs for child care programs and for women's education.

WE SHALL BECOME. Loring, Roslind K. In Adult Leadership; v18 n1 p5-8. May 1969.

Trends in continuing education are discussed, with emphasis on women's intensifying drive toward equal opportunity and self-fulfillment and on the problem of planning programs in keeping with their special life patterns and educational needs in a rapidly changing society. Also noted are efforts by universities and other bodies in cooperative planning and management education for women.

THE BIOLOGICAL POTENTIAL OF WOMEN. Liley, Margaret. In Adult Leadership; v18 n1 p27-31. May 1969.

In terms of biological potential, the author sees women as less variable and specialized, but more generalized and versatile, than males at any given age or stage of development. This potential is further examined in relation to fertility and childbirth, changes in family life, and patterns of employment for women during the postfamily phase.

HUMANNESS AND THE SEXES. Tucker, Sylvia. In Adult Leadership; v18 n1 p14-17. May 1969.

The problem of dehumanization is discussed in terms of dilemmas that arise from misunderstandings and negative attitudes regarding women, theories of femininity, women's low status in public life and elsewhere in the working world, the impact of medical and technological change, and the dissemination and perpetuation of self-fulfilling cultural expectations by the mass media.

DEVELOPING WOMAN'S POTENTIAL. Lewis, Edwin C. Available from Iowa State University Press, Ames, Iowa 50010. 389p. 1968.

A psychologist explains the renewed interest in the role of women in our society and examines and clarifies the issues by means of scientific data and opinion. Contents of the book cover: the revolution in a man's world, the girl grows up, sex and abilities, the female personality, the homemaker, women in the labor force, the employed woman, the working wife and mother, the career woman, the education of the high school girl, the college girl, the use and abuse of higher education for women, and enlightened planning. The research studies on which this material is based are cited in the appendix and keyed to an extensive bibliography.

EMERGING SOCIAL PATTERNS AND THE POTENTIAL OF WOMEN. Lewis, Edwin C. In Adult Leadership; v18 n1 p18-21. May 1969.

Certain fallacies regarding women's innate intelligence, personality, and role in the working world have already been refuted. However, other fallacies as to their career aspirations, sex role, and discrimination in education and employment must also be discarded so that women can be helped to make the most of their expanding social opportunities, especially in regard to combining home and job responsibilities.

URBAN INSTITUTIONS AND WOMEN'S LEADERSHIP. Rachlin, Helen. In Adult Leadership; v18 n1 p22-26. May 1969.

Differing attitudes and points of view toward the role of the police, public welfare, and the schools are reviewed. Included are remarks on each subject by women of differing socioeconomic backgrounds attending a leadership training workshop.

THE FAMILY IN THE EVOLUTION OF AGRICULTURE. McKie, Craig and others. Vanier Institute of the Family, Ottawa (Ontario.) EDRS Order Number

ED 028 851, price MF $0.25, HC $2.50. Also available from the Vanier Institute of the Family, 170 Metcalfe St., Ottawa 4, Canada ($1.00). 48p. June 1968.

Four Canadian specialists were commissioned to address themselves to (1) the evolution of agriculture and its consequences on the rural family, (2) the place and responsibility of women in the evolution of agriculture, (3) the problems of education and the professional development of women, and (4) adaptation of the rural family to technical, economic, and social change. The papers emphasized that traditional family patterns are changing in rural Canada and are becoming increasingly similar to life styles of urban families as a result of specialization and industrialization.

SOME DIMENSIONS OF ADULT STATUS. Lucas, Rex A. In Canadian Review of Sociology and Anthropology, Volume 3, Number 2, May 1966. 14p.

Participants in a pilot project, providing professional training and retraining for women 30 to 50 years of age, were administered a questionnaire designed to measure feelings about returning to full time school. It was found that respondents identified status expectations of adults, which became explicit only when the women's roles changed drastically. Among ten dimensions of adult status discussed by respondents were competence, privacy, responsibility, authority, criticism, and competition. The loss of dimensions of adult status inherent in the patterned relationship between student and teacher, was dealt with through different social mechanisms such as -- gossiping and class disruptions. The three relevant aspects undermining competence in loss of adult status were identified -- totality of status, the structured situation, and suddenness of the status change. A discussion of rapid changes in adult status dimensions and how they are handled in society, reveal that such changes are exceptions, or a highly structured situation provides strict rules, such as in the army. It was concluded that preoccupation with the loss of adult status expectations could impede training ability.

MOTIVATIONAL TENDENCIES OF WOMEN PARTICIPANTS IN CONTINUING EDUCATION. Marple, Dorothy Jane. Columbia University, New York, N.Y. University Microfilms, (Order Number 69-16,791, MF $3.00, Xerography $7.00). Ed.D. Thesis. 148p. 1969.

Six hypotheses were generated to study the motivation of women participants and non-participants in continuing education, and to examine the relationship of the motivation of participants to their satisfaction and other selected educational variables. Four groups of randomly selected women (165) represented different stages in the adoption process as postulated by Rogers. Data on personal, social, educational,

psychological, and life characteristics of the women were collected through a questionnaire. The variables -- major satisfactions for participation in continuing education, type of program undertaken, scores on the Buhler Life Goals Inventory, socioeconomic status, level of verbal ability, and level of formal education -- were used. The latter three were control variables. The techniques of analysis included the use of percentages, analysis of variance, and chi square. Women who did not participate in continuing education scored higher on two of the three factors related to the self-limiting adaptation motivational tendency. No significant differences occurred in the factors comprising the creative expansion, upholding the internal order, and need-satisfaction motivational tendencies.

A STUDY OF WOMEN INFLUENTIALS IN THREE MICHIGAN COMMUNITIES, THEIR ATTITUDES TOWARDS AND PERCEIVED ABILITY TO INFLUENCE ADULT EDUCATION PRACTICES. Brown, Anna Caroline Baker. Michigan University. University Microfilms, (Order Number 63-8140, MF $4.25, Xerox $15.10). Ph.D. Thesis. 332p. 1963.

Relatively standard sociometric procedures were used in three small Michigan communities to identify women said to have high influence. Data on participation, demographic characteristics, and perceptions of adult education were then obtained in personal interviews. Some major findings were that the influentials belonged to more than one association, had held offices or served on committees, and recognized the educational potential in their associations. The majority of top women influentials had not pursued formal adult education within the past year and seemed to feel that others needed it more than they did. Although knowledge of selected programs and activities varied according to experience and background, church education, library, and public school adult education programs were best known. The influentials were well educated, seemed willing to become involved in plans to increase educational opportunities for women, and although not so sure of their own influence, believed that other women leaders could exercise influence in regard to adult education.

THE RELATION OF RE-CREATION TO A THEORY OF EGO DEVELOPMENT. Colley, Louise Annie. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 66-9133, MF $3.00, Xerography $9.70). 211p. 1966.

This study explores the relationship of ego-stage development (based on the theories of Erik Erikson and roughly defined as psychological maturity) to experiences which a group of adults identified as leading to re-creation for them. The author believes that re-creation -- defined as a feeling of heightened well-being or a sense of renewal and refreshment -- is a basic human need and is usually a pleasant ex-

perience. Using data obtained from 73 women selected from women graduate students at the University of Wisconsin in the fall of 1964, information regarding re-creative experiences was obtained from a self report diary sheet. Participants observed their own particular re-creative behavior on ten days. Measures of ego-stage development were obtained by means of a structured Q-sort based on Erikson's theory. Conclusions from the study include (1) re-creation is usually gained when individuals regress to a lower stage of ego development; (2) mature individuals, however, tend to gain re-creation from experiences when they are in a positive, enthusiastic, creative frame of mind; (3) a re-creative experience tends to be essentially a synthesizing and unifying one. Implications from the study show that different preconditions of the person determine what kinds of experience will have a re-creative outcome, and that the ego-stage level determines re-creative needs.

CREATIVITY AND MENTAL HEALTH OF SELF-RENEWING WOMEN. McGowan, Barbara and Liu, Phyllis Y. H. California University, Los Angeles. EDRS Order Number ED 034 277, price MF $0.25, HC $1.20. 22p. 1969.

One hundred sixty-eight women, most of them mothers of about age 40 were tested on the 16 PF Questionnaire as part of a group counseling class to help them find new life goals. Scores revealed them to be highly intelligent and highly creative as compared to the standard for adult women. Factor direction suggests that self-renewing women as a group might be described as "self-sufficient extroverts." This contrasts with Cattell's findings which caused him to describe creative people as "self-sufficient introverts." Mental health scores were average in relation to the general population and above average in relation to other comparison groups of this report, therefore, it was concluded that self-renewing women function within a productive range of psychological health.

"EMOTIONAL" ROLE PLAYING AND CHANGES IN SMOKING ATTITUDES AND BEHAVIOR. Keutzer, Carolin S. and others. In Proceedings of the 77th Annual Convention of the American Psychological Association; v4 (pt. 1) p373-374. 1969.

Evaluated the effectiveness of an "emotional" role-playing procedure for modifying smoking attitudes and behavior in 3 studies using 54 female smokers. Each S role-played a patient who received information that she had lung cancer; controls listened to a taped role-playing session. While experimental and control groups did not differ in attitude or behavior change, the comparison of pre- and postmeasures of smoking attitudes showed significant within-group changes on several items for both Ss and controls. Paradoxically, the measured "emotional arousal" was more closely associated with change scores for controls than for the role-playing Ss.

THE PREDICTABILITY OF ADULT INTELLIGENCE FROM EARLY MENTAL AND MOTOR TEST FACTORS (Western Psychological Association meeting, Long Beach, California, April 28, 1966). Cameron, James and others. 21p. April 1966.

A study was made of the domain of early ability between two and six years which first revealed predictive power for later intellectual ability, and of the general factor structure of early abilities (sex differences, and relationships of early intelligence to later intelligence). Data were used from the Berkeley Growth Study, in which participants were frequently tested from birth to 36 years of age. Three developmental tests were administered during the early ages -- the Bayley motor, Bayley mental and California Preschool. (The scales are described in the appendix.) Multidimensional statistical techniques were used in assessing significance of data obtained, by using the age at which the subject first passed the test items, rather than the total test scores. Thirty-six males and 36 females composed the test group. Several trends emerged from these correlations -- (1) a number of specific areas of ability emerge from birth to age six, some of which are limited to a particular segment of time, and (2) there are some sex differences in the content and predictive power of these ability areas. The foundations of male intelligence are formed around the developing ability physically and meaningfully to manipulate the external environment, while the female depends upon more visual perception and verbal response interaction with the environment.

PERSONALITY AND OTHER CORRELATES OF IQ CHANGE IN WOMEN. Sontag, Lester W. and Kibler, Mary O. Chapter 10 in RELATIONS OF DEVELOPMENT AND AGING, edited by James E. Birren; published by Charles C. Thomas, Springfield, Ill. 62703. 14p. 1964.

A study concerned itself with two questions: is there a significant change in the mean IQ of a sample of our population over a 17 year period and are there meaningful correlates of these changes? Otis Mental Tests were administered to 72 women and 59 men twice, within 10 to 23 years. The total group decreases in IQ were insignificant but great individual fluctuations were noted. Interviews with 22 of the 72 women rated personality and social variables, and an experiment measured heart rate fluctuations during rest. The women who increased in IQ were more independent, while those who decreased in IQ were socially dependent. Using the Fisher Exact Probability Test results, the autonomic stabile (minimal heart rate amplitude) women were socially passive and the cardiac labile (maximum heart rate amplitude) women decreased in IQ over time. In a study of perceptual cognitive functioning at the Fels Center, socially dependent women performed poorly when asked to recognize the background of a complex design.

VOCATIONAL DEVELOPMENT FOR GIFTED GIRLS -- A COMPARISON OF MASLOVIAN NEEDS OF GIFTED MALES AND FEMALES BETWEEN THE AGES OF TEN AND SEVENTY YEARS. Groth, Norma Jean. American Personnel and Guidance Association, Washington, D.C. Oxnard School District, California. Paper presented at the American Personnel and Guidance Convention, Las Vegas, Nevada, March 30-April 3, 1969. EDRS Order Number ED 031 747, price MF $0.25, HC $0.50. 8p. March 1969.

Gifted girls and women have the unique aspect of attempting to fulfill needs in both the affective and the cognitive domains. Using Maslow's hierarchy of needs, this study was designed to formulate some guidelines for the vocational counseling of gifted girls and women by ascertaining their developmental need levels. Need levels were compared with those of gifted boys and men. A cross-sectional study was used to determine the developmental needs from 10 to 70 years. Data was collected from 361 gifted males and females. This data consisted of three wishes made by each subject. The wishes were used projectively to reflect the needs and valences of the individuals. Results are fiven in terms of valences: maturity, fantasy, physiological, safety, love, self-esteem and self-actualization. Conclusions and implications are that the years 14 and 40 are apparently traumatic for gifted women. By 40, love needs have been satiated and the suppressed cognitive needs come to the surface. At 40, many women find resistance in fulfilling these goals due to age, fear, or other external factors. References and data tables are included.

PERSONALITY CHARACTERISTICS OF VERY BRIGHT ADULTS. Southern, Mara L. and Plant, Walter T. In Journal of Social Psychology; v75. 8p. June 1968.

Personality characteristics as measured by the Study of Values (AVL) and five scales from the California Psychological Inventory (CPI) were obtained for 72 members of Mensa, an international group of persons who earned a score at or above the 98th percentile on a standardized intelligence test designed for adults. Mean AVL and CPI scores for 40 men and 32 women were compared. Mensa men had significantly higher AVL Political scale scores but significantly lower Aesthetic scores, than Mensa women. None of the five CPI scales yielded significant mean differences between the men and the women. Mensa men and women had significantly higher AVL Theoretical and Aesthetic scores and CPI Sociability, Achievement-via-Independence, and Intellectual Efficiency means than those for norms samples. Comparison of Mensa subjects, bright college age samples, and very bright persons identified as creative by their professional peers showed that very bright adults are theoretically, aesthetically, and independently oriented and relatively impulsive and uninhibited.

RESEARCH ON TALENTED WOMEN: PROBLEMS OF APPROPRIATE AND ADEQUATE SOURCES OF DATA. Heist, Paul A. Paper presented to Conference of Inter-University Committee on the Superior Student, University of Colorado, Boulder, Colorado, 1964. EDRS Order Number ED 025 209, price MF $0.25, HC $1.10. 20p. 1964.

Research findings at the Center for the Study of Higher Education, University of California, Berkeley, reveal that adequate data for meaningful research on talented women are unavailable. The findings also imply that (1) the most talented and creative college women apparently leave colleges in which they first enrolled before the end of four years, and (2) potentially talented college women limit their goals because of predominantly male-oriented educational environments. Research guidelines are included which focus on more effective identification and education of students who possess either special talents, superior ability, or both, in order to arrive at methods for promoting optimum individual development during a time span ranging from early pre-adolescent years through mature adulthood. Specific study possibilities are suggested with emphasis on problem areas in a variety of research situations. Approaches to existing data resources, as well as new sources for meaningful data collection, are proposed.

LEARNING IN THE ADULT YEARS SET OR RIGIDITY. Monge, Rolf H. In Human Development; v12 n2 p131-140. 1969.

Examines the loss of response speed with age and "deficits in concentrating or focusing upon materials to be learned" in 40 women, using a paired-associate paradigm. Results supported the hypothesis that the deficit shown by older Ss is due to learning set. Inadequate learning sets are examined and their consequences shown to be: (1) confusion, (2) response perseveration, (3) response omission, and (4) "stimulus response reviewing." It is proposed that "the state of an individual's learning sets be taken into account in the design, analysis, and interpretation of learning experiments."

SEX DIFFERENCE ON THE FREE RECALL-CONTROLLED RECALL TEST OF THE LEITER ADULT INTELLIGENCE SCALE. Luber, Shula A. and Walker, Ronald E. In Journal of Clinical Psychology; v25 n4 p412-413. October 1969.

EFFECTS OF NORM-ORIENTED GROUP DISCUSSION ON INDIVIDUAL VERBAL RISK TAKING AND CONSERVATISM. Alker, H. A. and Hogan, N. In Human Relations; v21 n4 p393-405. 1968.

Group discussion of risk-relevant material has led to systematic risky shifts. Three studies were designed to test whether discussion of risk-irrelevant material would produce similar effects. In Experiment I, discussion of current fashions produced no shift in risk-taking levels in 97 women. In Experiment II, discussion of ethical conflicts between universalist and particularist norms produced a conservative shift in 60 females. In Experiment III, the same conflicts were discussed but with recommendation of a particular course of action. This produced no significant shift, but groups converging on norm-maintaining alternatives become more risky, and those converging on norm-violating alternatives more conservative.

IDENTITY DIFFUSION AS A FUNCTION OF SEX-ROLES IN ADULT WOMEN. Jabury, Donald Eugene. Michigan State University, East Lansing, Mich. University Microfilms, (Order Number 68-7905, MF $3.00, Xerography $6.60). Ph.D. Thesis. 137p. 1967.

This study sought to demonstrate that the relative degree of adult female identity diffusion, as well as certain personality correlates, would be a function of specific sex roles and their combinations. Three groups of 32 women each were selected as married and noncareer, married and career, or unmarried and career women. They were administered a form of the Taylor Manifest Anxiety Scale, the Inventory of Feminine Values, and the Edwards Social Desirability Scale. Contrary to predictions, the three groups did not differ significantly in identity diffusion or anxiety (both supposedly strongest in unmarried career women), and the passive-active range of self concepts and notions of the ideal woman did not follow the married noncareer to unmarried career range. Moreover, social desirability responses did not necessarily favor the married noncareer role. Activity-Passivity was significantly related to anxiety, with passive women being the more anxious. Age was not related to either dimension.) Social desirability reponses were the best predictors of the similarity scores obtained in the study.

DIFFERENTIAL INTEREST CHARACTERISTICS OF CAREER WOMEN. Schissell, Robert Frances. Nebraska University, Lincoln, Nebraska. Teachers College. University Microfilms, (Order Number 67-15,992, MF $3.00, Xerography $7.40). 1967.

A study was made of career orientation differences between 200 career women anf 200 noncareer women. Subjects were categorized by locally devised definitions and by scores on a scale of career and homemaking orientations and attitudes, then were administered Form M of the Strong Vocational Interest Blank (SVIB) and a background data sheet, and were scored on the Career Orientation Scale (COS). Seventy-four of the 98 possible correlations of vocational orientations with SVIB

occupational and nonoccupational scales were significant. Scores on the COS also correlated significantly with certain of the background questionnaire responses (largely those on home environment and individual personality). The two groups appeared to lie along a bipolar interest continuum of "things" versus "people," with career women toward the pole of "things" and noncareer women toward that of "people."

THE DUAL-CAREER FAMILY: A VARIANT PATTERN AND SOCIAL CHANGE. Rapoport, Rhone and Rapoport, R. N. In Human Relations; v22 n1 p3-30. 1969.

The study is based on 13 functioning dual-career families (with children) chosen to represent a range of occupations for women. Couples were interviewed by a pair of interviewers (one male, one female). The five areas of stress indicated and discussed were: (1) overload dilemmas; (2) dilemmas arising from the discrepancy between personal norms and social norms; (3) dilemmas of identity stemming from the sociocultural definitions of work and family as intrinsically masculine and feminine responsibilities; (4) dilemmas arising from lack of time for involvement with family and friends; and (5) conflicts between the occupational roles of husband and wife and their family roles.

III. EMPLOYMENT RELATED INTERESTS AND NEEDS

AMERICAN WOMEN. President's Commission on the Status of Women. EDRS Order Number ED 020 358, price MF $0.50, HC available as PR35.8--W84/AM3 for $1.25. U.S. Government Printing Office. 96p. 1963.

Findings and recommendations of the commission and seven committees who assessed the status of women are reported. The committees made recommendations in the areas -- women's education and counseling, home and community services, private employment (that under federal contracts), employment in the federal government, labor standards, federal social insurance and taxes as they affect women, the legal treatment of women in respect to civil and political rights, and women as citizens. Some recommendations were -- (1) greater public understanding of the value of continuing education for all mature Americans should have the highest priority of the American agenda, and it is of particular importance to women, (2) counseling services should be strengthened at all levels in all schools and in public and private employment, (3) education of girls and women should be thoroughly examined to discover more effective approaches, (4) expanded community services such as child care, health, education, safety, recreation, and counseling should be provided to maintain the family as the core institution of society, (5) government service as a showcase for equal employment opportunity should employ women part-time and should provide leadership in equal rights for women, (6) labor legislation should be enacted to assure women equal pay, minimum wages, limited maximum hours, and the right to collective bargaining, and (7) widow benefits, unemployment coverage, and maternity or comparable insurance benefits should be extended. The concluding section presents 20th century developments related to women such as increased longevity, improved health, urbanization, higher standards of living, multiple roles of comtemporary women, and greater numbers of working women, which are pertinent to the commission's recommendations.

REPORT ON FOUR CONSULTATIONS. President's Commission on the Status of Women. EDRS Order Number ED 020 357, price MF $0.25, HC available from U.S. Government Printing Office, (PR35.8--W84/C76), $0.35. 43p. October 1963.

Consultations sponsored by the President's Commission on the Status of Women are summarized. Approximately 100 representatives of industry, labor, women's and educational organizations, and federal and state officials attended the consultation on private employment opportunities. Speeches were presented by the Vice President, Attorney General and Secretary of Labor of the United States. Participants discussed vocational guidance, industrial employment opportunities and limitations,

training, part-time employement, and compensation of women workers. About 70 participants attended a consultation on volunteer services to identify changing community needs, training needed by volunteer workers, and ways to enhance the quality, standards, values, and rewards of volunteer services. Twenty-nine representatives of the communications media participated in the consultation on portrayal of women by the mass media. They expressed a willingness to supply further information and to implement the commission's recommendations, especially those related to education and social welfare, and suggested that the commission identify present limitations of mass media's portrayal of women and make them known to the policymakers of the communications industry. The twenty-two participants in the consultation on the problems of Negro women discussed Negro family patterns, employment opportunities, vocational guidance, community services and participation, and adult education. They concluded that Negro women have the same problems and hopes as other women but they cannot take the same things for granted -- status, position in the community, and equitable opportunities.

THE CONDITION OF WOMEN IN SOCIETY TODAY: ANNOTATED BIBLIOGRAPHY -- PART 2. Bruemmer, Linda. In Journal of the National Association of Women Deans and Counselors; v33 n2 p89-95. Winter 1970.

Conclusion of article appearing in Fall 1969 issue of same journal.

EDUCATION, TRAINING AND EMPLOYMENT OF WOMEN AND GIRLS. Association of Teachers in Technical Institutions, London (England). EDRS Order Number ED 037 660, price MF $0.25, HC $0.75. Available from Association of Teachers in Technical Institutions, Hamilton House, Mabledon Place, London W.C. 1, England (1s). 13p. February 1970.

Drawing on educational statistics and other data, this British report calls for expanding the opportunities open to women and girls for higher education, vocational and industrial training, equal earning power, career guidance and counseling, and employment in skilled, technician, supervisory, and managerial jobs and positions. A recasting of educational and manpower policy is urged.

A THEORY OF VOCATIONAL DEVELOPMENT FOR WOMEN. Zytowski, Donald G. American Personnel and Guidance Association, Washington, D.C. April 1968. EDRS Order Number ED 021 285, price MF $0.25, HC $0.60. Speech given at the American Personnel and Guidance Association, Detroit, Michigan, April, 1968. 10p.

In postulate I, the modal life role for women is described as that of the homemaker. Postulate II proposes that the nature of the woman's role is not static, ultimately bearing no distinction from that of men. Postulate III states that the role of women is orderly and developmental, divisible into major segments according to the major task in each. Postulate IV contends that vocational and homemaker participation are mutually exclusive. Postulate V states that age of entry, span of participation, and degree of participation are sufficient to distinguish patterns of vocational participation. The degree of vocational participation represented by a given occupation is defined in postulate VI as the proportion of women to the total workers in that job. Postulate VII contends that women's vocational participation may be distinguished in terms of three levels. Postulate VIII hypothesizes that preference for a pattern for vocational participation is determined mainly by internal, motivating factors. Postulate IX contends that the pattern of vocational participation is determined jointly by preference and by external and internal factors.

REPORT OF A CONSULTATION ON THE EMPLOYMENT OF WOMEN WITH FAMILY RESPONSIBILITIES (FEBRUARY 17, 1965). Canadian Department of Labour, Ottawa (Ontario). Women's Bureau. EDRS Order Number ED 023 811, price MF $0.25, HC $2.50. 48p. 1965.

Fifty-four participants met to consider counseling and training for women who were entering or re-entering the labor force after varying periods of time devoted to their families, and the need for day care services and facilities for children of working mothers, provision for maternity leave, and part-time work. Presentations were: (1) "Women in the Labour Force -- Comments on Developments," by H. Trainer, (2) "Counseling and Training for Women Entering or Re-Entering the Labour Force," by E. McLellan, (3) "Day Care Facilities and Services for Children of Employed Mothers," by F. Manson, (4) "The Development of Maternity Leave in the Civil Service of Canada," by D. Caldwell, (5) "Labour Legislation and Part-Time Workers," by E. Woolner, and a panel discussion on part-time work. It was concluded that there is a need for further study of the culturally disadvantaged, attitudes toward working women, the effect of maternal employment on children, the occupational outlook for women, and the effect of part time work on productivity. Social policies were recommended to improve services and facilities in vocational guidance and counseling, strengthen existing day care services and establish additional centers, and provide maternity leaves. Precis, comments, questions, and discussions of each presentation are included.

IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR VOCATIONAL AND TECHNICAL EDUCATION: AN ANNOTATED BIBLIOGRAPHY. BIBLIOGRAPHY SERIES, NO. 1.

Lee, Sylvia L. and others. Ohio State University, Columbus, Ohio. Center for Vocational and Technical Education. Available from Center for Vocational and Technical Education, Ohio State University, 980 Kinnear Rd., Columbus, Ohio 43212. 37p. October 1967.

This annotated bibliography focuses on topics related to a research project on the educational implications of women's labor force participation. Items listed have been published primarily since 1964, but a number of items contain bibliographies of materials prior to 1964. Entries are organized in eight sections: Status of Women; Education of Women for Employment; Labor Force Participation of Women; Legislation Pertaining to Women in the Labor Force; Vocational Guidance; Research; Bibliographies; and Presentation Appropriate for Students and the Lay Public. Other publications of the Ohio State University Center for Vocational and Technical Education are also listed.

CAREER OR MARRIAGE?: A LONGITUDINAL STUDY OF ABLE YOUNG WOMEN. VOLUME 5, NUMBER 7. Watley, Donivan J. National Merit Scholarship Corp., Evanston, Ill., Ford Foundation, New York, N.Y., National Science Foundation, Washington, D.C., sponsors. EDRS Order Number ED 035 010, price MF $0.25, HC $1.15. 21p. 1969.

Women who won National Merit Scholarships during the years 1956 through 1960 were followed up in 1965 to determine their marriage and/or career plans. Each of the 883 women was classified into one of five groups: (1) marriage only, (2) marriage with deferred career, (3) marriage with immediate career, (4) career only, and (5) uncertain. The educational and career field aspirations of these groups differed; and those seeking an immediate career sc(ed higher on scholastic ability tests than those who either planned no career or who planned to delay entering them. The groups also differed in their willingness to express problems encountered in making and implementing their plans and problems experienced because of being a woman.

PSYCHOLOGICAL AND SOCIOLOGICAL FACTORS IN PREDICTION OF CAREER PATTERNS OF WOMEN. Mulvey, Mary Crowley. Genetic Psychology Monographs; v68 p309-86. 1963.

A method of systematizing women's career patterns from content analysis of work and marriage information was devised and used to measure patterns of 475 high school graduates in Providence, Rhode Island. A mailed questionnaire obtained data on career, personal characteristics, and satisfaction; and high school records were examined for personal, psychological, and sociological aspects to help determine whether career patterns can be anticipated from early experiences.

The 12 career patterns were formed on two dimensions: time sequence, based on succession of roles in terms of marriage and work; and work attachment, based on primary or secondary career aspirations. Patterns were categorized into career orientations, and grouped into four levels of adjustment of productivity or nonproductivity. The higher the level of adjustment, the more likely women were to have a productive career orientation. Marital status exerted the most significant influence on happiness during the middle years and was most influential in change of life style. Contentment was associated with job satisfaction, work at a high level in a feminine professional orientation, and active participation in volunteer activity. Low morale was associated with a disrupted marriage pattern, low level employment, and little volunteer activity. Analysis of high school data showed educational and aspirational level most important in determining career patterns.

WOMEN WHO WORK: PART I, THE RELATIVE IMPORTANCE OF AGE, EDUCATION AND MARITAL STATUS FOR PARTICIPATION IN THE LABOUR FORCE. SPECIAL LABOUR FORCE STUDIES NO. 5. Canada. Dominion Bureau of Statistics, Ottawa (Ontario). EDRS Order Number ED 033 199, price MF $0.25, HC $1.25. Also available from Publications Distribution, Dominion Bureau of Statistics, Ottawa, Canada ($0.75). 23p. September 1967.

This paper is intended to provide a systematic treatment of some hypotheses relating to labor force participation determinants, and an illustration of the relative importance of age, education, and marital status for female participation. Marital status, education, and age have all been shown to affect participation rates. On an impressionistic basis, marital status has been shown to have a greater effect than education, which in turn has a greater impact than age. Although age is of least importance, there is evidence of a pattern in its effect. Within "high" and "low" education groups of single females, age is roughly related in an inverse manner to participation. The pattern for married women is more complex. Within each of the educational groups, the top three rates relate to those aged 40 to 44, 45 to 49, and 50 to 54 -- ages at which labor force re-entry occurs, after the prime child-bearing-and-care years.

WOMEN RETURNING TO THE LABOUR FORCE: A FIRST REPORT, WOMEN'S BUREAU CAREERS CENTRE. Bell, Linda. Ontario Department of Labour, Toronto, Canada. Women's Bureau. Available from Ontario Department of Labour, Women's Bureau, 74 Victoria Street, Toronto, Ontario. 26p. 1969.

This first report of the Women's Bureau Careers Centre of the Ontario Department of Labour provides statistical data on the personal and social characteristics of the women who came to them as clients

(women who wished to return to work), and discusses these clients and the Centre's program for them. Sections of the report are devoted to reasons for going to work, obstacles in the way, and initial achievements. The data were gathered from, and the report based upon, 732 women who came to the Centre's counselling service in downtown Toronto in the two years beginning April 1967. The program is directed primarily toward the relatively well-educated housewife who is firm but unfocused in her desire for a career. Applicants who do not fit within this area of specialization are referred to other sources of help.

EDUCATIONAL RETRAINING REQUIREMENTS OF THE OLDER FEMALE LABOR POOL RETURNEE. Kaufman, Charles Wesley. Arizona University, Tucson, Ariz. University Microfilms, (Order Number 67-12,209, MF $4.60, Xerography $16.20). Ed.D. Thesis. 358p. 1967.

A study was made of factors in mature female curriculum planning in Tucson, Arizona, vocational institutions. The study included a community facilities inventory, employer needs and attitudes, needs and interests of women 35 and older, and determination of how well the needs of industry could be fulfilled by community assets and human resources. A questionnaire and interview survey of employer needs showed favorable attitudes toward employing mature females and provided a list of occupations available presently and five years hence. Results of a similar investigation of mature women's needs and attitudes included the following: (1) the majority were interested in returning to work; (2) type of occupation desired varied directly with community social status; (3) monetary need was the prime motive at all levels, but at higher social levels boredom was also an important factor; (4) higher social groups were already well trained and would need only retraining, while lower groups would need complete vocational training. Data on mature women were analyzed by a five-category socioeconomic scale.

THE CHALLENGE OF CHANGE TO THE ADULT TRAINEE: A STUDY OF LABOUR TURNOVER DURING AND FOLLOWING TRAINING OF MIDDLE-AGED MEN AND WOMEN FOR NEW SKILLS. Newsham, D. B. Available from Her Majesty's Stationery Office, 49 High Holborn St., London W.C. 1, England (4s.6d). 46p. 1969.

A survey in thirty organizations known to be retraining workers over 35 years of age as well as young workers for operations which required a training period of at least two weeks, aimed at determining how the proportion of older men and women who successfully completed training compared with that of the young, and how long they remained in the job for which they had been retrained compared with their younger colleagues. The data suggest that a higher proportion of

older men than young tend to leave during the training period and soon afterwards. Older men tend to succeed best in those jobs requiring training periods of 10-13 weeks. They tend to survive less well in those requiring longer training periods or very short training periods and least well in those requiring 6-8 weeks. Systematic methods of training, though they may reduce the length of time required to learn a job, tend to relate to a lower long term survival rate for both age groups than does exposure training. The turnover among women trainees followed up was greater than that of the men; however, the survival rate of the older women tended to be higher than that of the young women during training and during the transition period from training to production as well as in the long run.

OCCUPATIONAL OPPORTUNITY FOR THE MATURE WOMAN OR MOTHER WORE A BEANIE. Reynolds, Michael J. and others. In Vocational Guidance Quarterly; v17 n3 p194-97. March 1969.

GUIDE FOR DEVELOPMENT OF PERMANENT PART-TIME EMPLOYMENT OPPORTUNITIES FOR GIRLS AND WOMEN. Berry, Jane and others. Missouri University, Kansas City, Mo. EDRS Order Number ED 030 069, price MF $0.50, HC $3.90. 76p. May 1969.

Development of permanent part time employment is seen as a solution to employer needs and the changing life style of women; opportunities exist in banking, retail sales, education, and government agencies. Development of such positions will demand from employers and employment services the assessing of jobs for part time potential, publicizing work opportunities and labor supply, forming skill banks, and planning careers. Profiles of successful women who wark part time illustrate the variety of opportunities; future projections indicate increased demand in the labor market as well as increasing availability of labor. Development of the supportive services of day care for children, vocational counseling, and communication centers must accompany increased employment opportunities. (Document includes a selected bibliography of books, government publications, conference proceedings, and pamphlets, and the appendix contains the questionnaires and survey instruments used.)

NASSAU COUNTY VOCATIONAL CENTER FOR WOMEN. SECOND ANNUAL REPORT, JANUARY 1969. Nassau County, Vocational Center for Women, Mineola, N.Y. EDRS Order Number ED 028 348, price MF $0.25, HC $2.00. 38p. 1969.

The 1968 report of the Nassau County Vocational Center for Women presents the Center's role in providing educational and vocational

information and specific referrals to women returning to occupations outside their homes. An analysis is made of the women who enter the labor market and is related to the women now in Nassau County and to the jobs which will be available over the next six years. Further attention goes to descriptions of the: (1) women who visit the center; (2) library and its contents; (3) information and referral services with the latter including colleges, universities, vocational schools, public and private employment agencies, career workshops, testing programs, and placement in county government; (4) in-depth counseling and testing; (5) special programs, events, and speaking engagements; and (6) cooperation with other community agencies. An attempt is also made to assess the future role of the center. The appendixes supply the following: female labor participation according to age groups (1966-68); the annual statistical report (1968); and the occupational information available at the center.

WHY NO WOMEN IN MANAGEMENT DEVELOPMENT. Bowman, Garda W. In Training in Business and Industry; v6 n8 p38-42+. August 1969.

This article discusses the question of why women are very rarely included in management development programs in many companies, particularly in manufacture, finance, construction, transportation, the space industry -- and why they are underrepresented in training for management even in fields of work in which the vast majority of lower level jobs are held by women.

MANAGEMENT DEVELOPMENT AND THE EMPLOYMENT SCENE. Nadler, Leonard. In Personnel Journal; 47(1)/32-36, January 1968. 7p.

Between 1965 and 1975, anticipated changes in the labor force that will affect management development include a shortage of particular age groups, a tripled increase in demand, and a continuing impact of technological change, creating a shorter work week and more leisure time. The age group from 35 to 44 years of age will offer fewer employees to train as managers and to fill the gap, women and members of minority groups must be accepted and developed for managerial positions. Development programs should produce managers capable of handling continuing technological changes. They should emphasize training in such areas as computers, the social responsibility of business organizations, the implications of international events, and the effect of the government on individual organizations.

AN ANSWER TO THE COMPUTER PROGRAMER SHORTAGE. Thompson, Warren A. and others. In Adult Leadership; v18 n7 p213-214, 234. January 1970.

The success of the training program for women as computer programers at the Missouri Institute of Psychiatry entails free instruction and the promise of part-time employment upon completion. The program must be so sub divided that minimally trained persons can make a valid productive effort.

FACTORS AFFECTING THE VOCATIONAL CHOICE OF WOMEN OF DIFFERENT AGES SELECTING CLERICAL AND SECRETARIAL OCCUPATIONS. Willmarth, John Gary. Washington State University. Pullman, Wash. University Microfilms, (Order Number 69-14,477, MF $3.00, Xerography $4.20.) Ed.D. Thesis. 80p. 1969.

An attempt was made to examine the factors affecting women of different ages in their selection of clerical and secretarial occupations. The factors considered were: health, intelligence, interests, previous work experience, stated reasons for present occupational choice, knowledge of employment opportunities and job requirements, influence of parents, teachers, counselors, caseworkers, and friends, and the socioeconomic status of the women's husbands, parents, and friends. Data were obtained from the California Test of Mental Maturity, and interest scale developed from items in the Kuder Preference Record, permanent school records, and a questionnaire. The subjects were 196 women enrolled in the clerical and secretarial areas of the Olympia Vocational-Technical Institute during the 1966-67 and 1967-68 school years. They were divided into three groups: 16-20, 21-30, and 31-58 years. Results of the study implied that younger women were likely to be more interested in the career aspects of a job, while older women were likely to be more interested in the immediate conditions and rewards surrounding the job because of their concern for such things as a need for money, the state of their health, and a desire to obtain additional family luxuries.

CONFERENCE PROCEEDINGS: ANNUAL CONFERENCE ON WOMEN IN THE WAR ON POVERTY. (SECOND, WASHINGTON, D.C., MAY 15-17, 1968). Women's Advisory Council of Poverty. EDRS Order Number ED 030 061, price MF $0.50. HC available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (0-326-278). 63p. 1968.

The 300 delegates from women's organizations and State Commissions on the Status of Women met to discuss problems defined in the Report by the President's Advisory Commission on Civil Disorders. Federal Government poverty programs were discussed and speeches were given on the need for effective programs, the profile of the disadvantaged American, and plans and successes in New Brunswick, New Jersey. Ways of approaching problems of poverty and racism in home communities were outlined in workshops on education, employment, welfare, health,

housing, and human relations. Workshops were aided by resource teams of program specialists from the Offices of Educational Opportunity and Education, Departments of Health and Welfare, Justice, Housing and Urban Development, and Women's Bureau of the Department of Labor. The point of view of the poor was provided in all sessions by program recipients in Head Start, Job Corps, Vista, and Upward Bound. It was not the purpose of the conference to adopt action programs, but to recommend action for member organizations. Member organizations, commissions, committees and councils on the status of women, the conference program, and participants are listed in the report.

THE FAMILY AGENT; A TRAINING MANUAL AND PROGRAM EVALUATION OF A NEW CAREER IN SOCIAL SERVICE. Lazar, Joyce B. Neumeyer Foundation, Beverly Hills, Calif. Monogr-2. EDRS Order Number ED 013 143, price MF $1.00, HC $12.55. 249p. March 1967.

The personnel of the family agent programs were women of comfortable means who had ten to twenty hours a week available for service to the poor. The training program described is divided into two phases -- initial training and in-service training. Subjects covered include -- (1) concepts of the war on poverty, (2) the nature of poverty, (3) the culture of poverty, (4) orientation to Negro and Mexican-American families, (5) family agent procedures, (6) orientation to the probation department, (7) techniques for and work of family agents, and (8) the role of the supervisor. The family agent program evaluation section describes the services offered to 235 families, and presents demographic characteristics of the families as well as research into the life styles of the poor. The study examines familial goals, resources, and processes, and it forms comparisons among Anglo, Mexican-American, and Negro families based on these three variables. The role of the family agent as an effective aid to the poor is explored. Demographic and personality characteristics of the family agents and criteria for the prediction of success are explored. Overall conclusions indicate that potentially successful family agents can be recruited, identified, and trained to render a valuable service, and low-income multi-problem families displaying a variety of family styles and problems will accept and benefit from these services.

A STUDY OF WORK HISTORIES OF MARRIED NURSES. Willis, Lucy Dorothea. California University, Berkeley, Calif. University Microfilms, (Order Number 68-5682, MF $3.00, Xerography $11.50). Ed.D. Thesis. 253p. 1967.

This study dealt with married women as past, present, and future members of the nursing force. Respondents were 53 married women,

aged 22 to 68, in the Moose Jaw, Saskatchewan, Health Region who had been registered nurses. Data were gathered on personal, family, and work history, motives for entering the nursing profession, and satisfactions and dissatisfactions experienced in nursing practice. These were among the findings: (1) young women tended to work after marriage until and sometimes after the first child, and tended to return after all the children were in school or sometimes a little later in the family cycle; (2) full-time workers had the longest, most stable work histories and were most likely to be working for financial reasons; (3) urban women were more likely than rural women to be working, but the latter were more aware of and more responsive to community needs for nursing service; (4) women returning to nursing generally spoke of inadequate facilities and opportunities for updating their skills and knowledge.

AN EXPLORATORY STUDY OF NEEDS FOR CONTINUING SELF-DEVELOPMENT AS PERCEIVED BY WIVES OF SCHOOL SUPERINTENDENTS IN THE GREATER BOSTON SUBURBAN AREA. Williams, Marianne Carter. Boston University, Mass. University Microfilms, (Order Number 66-12,811, MF $3.00, Xerography $7.40). Ed.D. Thesis. 159p. 1964.

This exploratory study was made to determine whether a sample of school superintendents' wives perceived the need for continuing self-development and whether they perceived barriers to their meeting these needs, and to hypothesize some implications for more effective program planning in continuing education for superintendents' wives. An interview guide was used to obtain from a random sample of 30 superintendents' wives from 75 suburbs, their perceptions of the unique functions of wives of school superintendents, their needs for self-development, and the barriers interfering with it. These wives saw their home and family functions primarily in terms of giving support to their husbands. There was less consensus about perceived requirements in regard to school and community functions than about home and family functions. Needs identified for further self-development were: knowledge, attitudes, interests, and self-identity.

A STUDY OF THE WIFE OF THE ARMY OFFICER; HER ACADEMIC AND CAREER PREPARATION, HER CURRENT EMPLOYMENT AND VOLUNTEER SERVICES. Finlayson, Elizabeth Mason. Clearinghouse for Federal Scientific and Technical Information, (AD 697-185, MF $0.65, HC $3.00). Ed.D. Thesis. 182p. May 1969.

Using questionnaire responses from the wives of Army officers on duty in the United States, this study explored participation in the areas of education, volunteer services, and employment, and the premise that there are certain characteristics of the military en-

vironment which might influence and modify that participation. The study focused on wives' educational and career preparation, the use of that preparation in volunteer services and paid employment, and situational and environmental factors (age differences, rank of husband, residential patterns, specific occupations, marital and family status, educational needs, and others) which might be relevant to patterns of participation. The study found that the Army officer's wife was generally well educated (80 per cent had gone beyond high school, and 40 per cent had a bachelor's degree), that there was high interest in further education, volunteer work, and employment, but that various aspects of Army life, most particularly transience, limited the opportunities to follow these interests.

GRADIENTS OF URBAN INFLUENCE ON THE EDUCATIONAL, EMPLOYMENT, AND FERTILITY PATTERNS OF WOMEN. Tarver, James D. Paper presented at annual meeting of the American Association for the Advancement of Science (Washington, D.C., December 1966.) In Rural Sociology; v34 n2 p256-267. September 1969.

WORKING-CLASS WIVES IN SUBURBIA: FULFILLMENT OR CRISIS? Tallman, Irving. Paper presented at the annual meeting of the National Council on Family Relations, San Francisco, California, August 16, 1967. In Journal of Marriage and the Family; v31 n1 p65-72. February 1969.

1969 HANDBOOK ON WOMEN WORKERS. U.S. Department of Labor, Washington, D.C. Women's Bureau. EDRS Order Number ED 036 739, price MF $1.50. HC available from U.S. Government Printing Office, ($1.50). Women's Bureau, Bulletin 294. 395p. 1969.

This handbook on American women workers, a ready reference source, includes information that has become available since 1965. Part 1 deals with women in the labor force; Part 2 is concerned with the laws governing women's employment and status; Part 3 tells about the Interdepartmental Committee, the Citizens' Advisory Council, and the State commissions on the status of women; Part 4 lists organizations of interest to women; and Part 5 consists of a selected bibliography on American women workers.

PROGRESS REPORT ON THE STATUS OF WOMEN, OCTOBER 11, 1963 THROUGH OCTOBER 10, 1964. Interdepartmental Commission on the Status of

Women; Citizens Advisory Council on the Status of Women. EDRS Order Number ED 020 356, price MF $0.25. HC available for 30 cents from U.S. Government Printing Office (Y31N8/21--1/963-64). 35p. October 1964.

The federal government has attempted to advance the status of women by providing increased employment for women in important government posts, equal health insurance rates for female civil service employees, and overseas travel allowances for husbands of women in the State and Defense departments. For private employment, legislation such as the Civil Rights Act of 1964 and the Equal Pay Act of 1963 promoted equality of rights and remuneration. Nine legislative programs such as Economic Opportunity Act of 1964 and the National Defense Education Act (strengthened and extended to 1968) have advanced education and counseling. Government agencies have developed curriculums, trained counselors, and prepared guidance materials to upgrade the status of women. Legislation has encouraged either directly or indirectly programs to provide child care and health services, homemaker-services, welfare services, school retention of teenagers, maternal care, mental health, and consumer protection. Over 83,000 copies of the publication, "American Women," were distributed nationally and internationally. Summaries of the original recommendations and reports of the seven committees to further the implementation of the recommendations the commision have been used and publicized by state commissions and other women's organizations. States have enacted laws to establish minimum wages, equal pay, civil and political rights. Thirty-three states have established commissions to meet the goals of "American Women." Selected information on Governors' Commissions on the Status of Women is included.

WOMEN IN THE WORLD OF WORK. Wright, Elizabeth. Tennessee Occupational Research and Development Coordinating Unit, Knoxville, Tenn. EDRS Order Number ED 023 782, price MF $0.25, HC $2.60. 50p. May 1967.

Economic, social, and cultural changes in American society have contributed to a significant increase in the number of women in the work force. A review of existing literature concerning "women in the world of work" form the basis of this document. Fourteen graphics contribute to the detailed study of statistical data. The review cites desciptions of the forces affecting change, characteristics of women workers, and the psychological, social, and economic factors affacting the decision to work. To supplement the interpretation and reaction to the current literature, a conference of leaders in fields directly concerned with the training and employment of women was conducted. Implications, conclusions, and opinions are included for education, business education, and office occupations, guidance, health, home economics, business and service areas.

IV. PROGRAMS AND PARTICIPATION

A. Universities and Voluntary Organizations

SPECIAL REPORT ON WOMEN AND GRADUATE STUDY. Taylor, Jean Anne M. U.S. Department of Health, Education, and Welfare, Washington, D.C. RI-13. Available from U.S. Government Printing Office ($0.75). 101p. 1968.

The report is based on a probability sample of 41,000 college seniors polled in 135 colleges and universities in 1961. Followup surveys were conducted on an annual basis, 1962, 1963, and 1964. Questionnaires were sent to the entire sample of college graduates but only those who responded in all four years of the study are included. A longitudinal study was made to isolate the obstacles for women who wish to do graduate study, and to identify the leverage factors which would influence more women to complete their graduate training. The report also analyzes women's career decisions, describes their expectations for graduate study, and indicates the changes in these expectations over a three year period. The findings substantiate the long standing impression that the major obstacles to graduate study are: (1) financial barriers and(2) family responsibilities. The leverage factors for overcoming these obstacles would be: (1) the establishment of competently staffed and conveniently located child-care centers and (2) the ability to complete training on a part time basis.

JUNIOR COLLEGE: AN ATTRACTION TO WOMEN. Shoulders, Betty. EDRS Order Number ED 023 375, price MF $0.25, HC $1.10. 20p. 1968.

Since, with changing marriage and career patterns, women have been re-examining their educational possibilities, this study considered: (1) whether women in small towns had motives different from those in large cities, (2) if motives differed with age, (3) how levels of aspiration differed, and (4) how vocational plans varied according to occupational choice and full or part-time employment. Questionnaires were sent to selected women over 22 years old at two small-town and two metropolitan colleges. The replies showed: (1) motives were the same in large or small towns, (2) motives did differ according to age, (3) most women aspired to a bachelor's degree, (4) of the small-town women, 64% wanted to teach, while only 19% of the metropolitan women were interested in teaching, 19% in business or secretarial courses, and the rest in miscellaneous fields, and (5) 64% from small towns and 75% from larger cities planned on full-time employment. The study includes comments by the respondents on their

difficulties in resuming their education, their perceptions of the junior college, and their personal feelings. Further research is recommended on (1) orientation of part-time students, (2) a flexible attendance program, (3) flexible scheduling for part-time students, (4) better counseling for part-time students, (5) financial aid for part-time students, and (6) experimental methods and materials for adult students.

THE CONTINUING EDUCATION OF WOMEN; SOME PROGRAMS IN THE UNITED STATES OF AMERICA. Royce, Marion. Ontario Institute for Studies in Education, Toronto, Department of Adult Education. EDRS Order Number ED 023 059, price MF $0.75, HC $8.40. 166p. 1968.

The Department of Adult Education of the Ontario Institute for Studies in Education is involved in a project to document programs and services in continuing education for women in other countries as a frame of reference for policies that would facilitate more adequate provision for such education in Canada. Included in this document are descriptions of selected programs in the United States chiefly concerned with occupational preparation or upgrading and largely in occupations traditionally considered female, with practically unanimous acceptance of the key role of counseling. Many programs involve research to evaluate program effectiveness and to determine equivalency of life experience and formal educational experience. Eighteen programs at colleges and universities are included, such as Barnard, Cornell, Oakland, Radcliffe, Sarah Lawrence, Syracuse, and Wisconsin. Five community college programs include Cuyahoga, Corning, and Hudson Valley. Also described are programs of the Council for the Continuing Education of Women (Miami, Florida), the National Council of Negro Women, New York State Guidance Center for Women, and Women's Talent Corps.

CONTINUING EDUCATION FOR WOMEN IN CANADA; TRENDS AND OPPORTUNITIES. MONOGRAPHS IN ADULT EDUCATION, 4. Royce, Marion. Ontario Institute for Studies in Education, Toronto, Department of Adult Education. EDRS Order Number ED 036 722, price MF $0.75, HC $8.80. 174p. September 1969.

This report describes a number of innovative continuing education programs for Canadian women under the auspices of universities, local educational authorities, and other organizations. It covers daytime (largely part-time) classes at Mount St. Vincent University, the Thomas More Institute, and the Universities of British Columbia, Calgary, Guelph, and Manitoba; offerings by extension departments and continuing education centers at McGill, the University of Toronto, and the Universities of Alberta, British Columbia, Calgary, Guelph, and Manitoba; and activities of the Adult Education Division of the

Calgary School Board, including those in cooperation with the University of Calgary. It also deals with a public affairs education program in Toronto, training of volunteers by and for the National Council of Jewish Women, discussion groups sponsored by the Young Women's Christian Association, career seminars at Centennial College, professional courses of the Quo Vadis School of Nursing, as well as a Federal work orientation program, correspondence study, English for New Canadians, and educational television in Quebec.

PROBLEMS OF ADMINISTRATIVE CHANGE IN SELECTED PROGRAMS FOR THE RE-EDUCATION OF WOMEN. Addis, Margaret Emily. Harvard University, Cambridge, Mass. University Microfilms, (Order Number 67-9845, MF $4.20, Xerography $14.65). Ed.D. Thesis. 325p. 1967.

Nine educational institutions were studied through visits and interviews to find out their problems in the creation of programs for the reeducation of women. Six were in the East and three in the Midwest; they included public and private universities, technical and liberal arts colleges for women, residential and nonresident large and small. Though no problems were common to all, they were in the five major areas of resources, curriculum and instruction, administrative attitudes, faculty reactions, and student diversity, characteristics, and impact on undergraduates. Problems which could be inferred included personnel, objectives and expectations, and procedural techniques. A lack of sustained interest in the program at the initiating level seemed a reliable predictor of subsequent problems and it appeared that execution of plans should remain with those who did the original planning. There is need for more information about special students, for special academic orientation and personal readjustment information for them, an internal and external (publicity) communication system, and for emphasis on the academic integrity of the program.

THE ACHIEVEMENT MOTIVE IN WOMEN; A STUDY OF THE IMPLICATIONS FOR CAREER DEVELOPMENT. Baruch, Ruth Wasserman. Harvard University, Cambridge, Mass. University Microfilms, (Order Number 67-3028, MF $3.55, Xerography $12.00). Ed.D. Thesis. 276p. 1966.

Using 137 Radcliffe alumnae and a national sample of 763 women, this study tested two hypotheses: (1) the achievement motive of women is associated with age and family situation; (2) for those women whose families are established, achievement motivation is associated with paid employment and return to work. The Radcliffe group wrote Thematic Apperception Test-type stories which were scored for achievement motive; the nationwide group were analyzed by education, age, achievement motive, and employment status. The first hypothesis

held true for the Radcliffe sample and the college educated subset of the national sample. The second hypothesis was rejected, for work status and achievement motive were independent for the population in general. Interaction among work status, education, and age was highly significant, indicating that employment patterns by age are different for women of different educational backgrounds. However, for women of each educational level, increases in achievement motive appeared to be followed by return to paid employment some years later. Benefits under Social Security may account for employment changes. The notion of mass media manipulation of women's motives also proved relevant.

BRIEF TO THE ROYAL COMMISSION STATUS OF WOMEN IN CANADA. Canadian Association for Adult Education. In Continuous Learning; v8 n1 p27-30. January - February 1969.

The fundamental changes in contemporary life cycles, such as having and rearing children earlier, result in a need for employment education for many middle-aged women. Community colleges should set up courses for jobs in hospitals, libraries, and similar institutions which non-professional women could take. Refresher courses for professionally-trained women are also needed.

COLLEGE WOMEN SEVEN YEARS AFTER GRADUATION, RESURVEY OF WOMEN GRADUATES, CLASS OF 1957. Wells, Jean A. and Wool, Muriel B. Women's Bureau, Department of Labor, Washington, D.C. Bulletin-292. Available as GPO L133 292 for 40 cents from U.S Government Printing Office. 1966.

In a resurvey of 1957 women college graduates, questionnaires returned by 84 percent of the 5,816 contacted in 1964 provided information about the interrelated influences on college women of their undergraduate education, postgraduate specializations, family and community activities, and work careers. Almost three fourths of the graduates surveyed wanted further education or training. Slightly over half were motivated by job connected reasons, the remainder by cultural or personal interests. Fifty-one percent were in the work force compared with 85 percent in 1957. Most had worked continuously since graduation and 32 percent had had only one employer. Sixty percent of the graduates were teachers, 6 percent nurses, and 4 percent secretaries. The average 1964 salary was $5,947, 60 percent higher than that of 1957. Almost half the women had taken at least one graduate course since leaving college, 15 percent had earned a master's degree but less than 1 percent a doctorate. A majority continued to specialize in the field of their undergraduate major. Education was the predominant field of advanced study. Over three-fourths of the

women were active members of one or more community or national voluntary organizations. A sample questionnaire form, a list of counseling and placement services, brief descriptions of graduate fellowship grant and loan programs, and suggested readings are included.

ACHIEVEMENT MOTIVATION IN A COMPETITIVE SITUATION: A COMPARISON OF UNDERGRADUATES, YOUNGER GRADUATE STUDENTS AND OLDER FEMALE GRADUATE STUDENTS. Lubetkin, Barry S. and Lubetkin, Arvin I. EDRS Order Number ED 029 332, price MF $0.25, HC $1.05. 19p. April 1968.

This study investigated whether older female graduate students who have experienced an interruption in their formal academic education will display greater achievement motivation when competing against a male than will younger graduate females or undergraduate females. The measure of achievement motivation was the percentage of incompleted tasks recalled minus the percentage of completed recalled (Zeigarnik Effect). Previous research shows a high Zeigarnik score corresponding to a heightened achievement motive. When placed in a competitive situation with a male, older female graduate students showed significantly higher Zeigarnik scores than did the other groups in similar competition. Results were discussed with reference to a developing achievement oriented personal identity in the older Ss. An alternative social-acceptance explanation was also considered.

CHARACTERISTICS, MOTIVATION, AND PROBLEMS OF MATURE MARRIED WOMEN COLLEGE STUDENTS: A STATUS STUDY OF SELECTED STUDENTS AT THE GEORGE WASHINGTON UNIVERSITY. Osborn, Ruth Helm. George Washington University, Washington, D.C. Ed.D. Thesis. 344p. February 1963.

This study investigated characteristics, motivation, and problems of 221 married women, who were degree candidates at George Washington University during the fall semester 1961-62. Subjects (74 baccalaureate, 116 master's, and 31 doctoral or professional degree candidates) were analyzed by characteristics as students, experiences as former students, personal data, and their multiple roles. Motivation was discussed in terms of occupational goals, reasons for seeking degrees, the example set by parents and spouse, encouragement from significant persons, and satisfaction of psychological needs. Initial, occasional, and continuing problems were noted. Chi square tests were applied to determine significance between selected problems and characteristics. Although 57% were employed either full or part-time and most of those not employed were preparing for professional occupations, the chief reasons given for seeking degrees were personal growth and self-improvement, enjoyment of learning, and professional growth. Problems encountered by 50%

or more women stemmed from lack of time, inability to schedule time, mental strain, or physical exhaustion from assuming multiple roles.

ATTITUDES AND CHARACTERISTICS OF THE ADULT COED AT SELECTED UNIVERSITIES. Lantz, Joanne. American Personnel and Guidance Association, Washington, D.C. Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968. EDRS Order Number ED 022 211, price MF $0.25, HC $0.45. 7p. April 1968.

A random sample of all women 25 years of age or older, enrolled for the fall 1966 semester at three mid-western universities, were mailed the Adult Coed Attitude Inventory. The responses (60% plus) were returned on mark sense cards, hand verified, and tabulated on a computer. The inventory gathered information on age, marital status, employment, extracurricular activities, families and family attitudes toward the return of the women to school, school services found to be helpful, academic programs, financial status, and potential employment. The last part of the questionnaire was a projective design to assess how the subjects viewed themselves and their role, and how they compared themselves with other women. Some differences were found when the data for each school was examined individually. The author touches briefly on these.

AN EXPLORATORY SURVEY OF WOMEN UNIVERSITY GRADUATES; THEIR VIEWS ON, AND PLANS FOR, CONTINUING EDUCATION AND EMPLOYMENT. SUMMARY. Canadian Federation of University Women, Toronto; Canada Department of Labour, Ottowa, Women's Bureau. Text in French and English. 10p. 1967.

Questionnaires returned from about 5,000 members of the Canadian Federation of University Women and from about 1,700 nonmembers provided information on their reasons for not working, attitudes toward continuing education, and obstacles to further education. New approaches should be used to recruit those not working into empoyment or further study.

GRADUATE AND MARRIED; A REPORT ON A SURVEY ON ONE THOUSAND AND SEVENTY MARRIED WOMEN GRADUATES OF THE UNIVERSITY OF SYDNEY. Dawson, Madge. Sydney University (Australia), Department of Adult Education. 255p. May 1965.

This survey of 1,070 women graduates of the University of Sydney, Australia, yielded data on family background, age differences, edu-

cational background, marriage and family (including husbands' income and education), religious and political ties, community participation, paid employment, occupational and other characteristics of working women, and the employment interest, motives, work history, and personal characteristics of nonworking women. Women planning to work or already employed were also asked what kinds of help they needed to make the combination of home and work easier or to facilitate their return to work. Part time work, housekeeper services, refresher courses, later hours for shops, and school meals for children led the list of needs.

CHARACTERISTICS, PERCEPTIONS, AND EXPERIENCES OF MARRIED WOMEN STUDENTS AT LANSING COMMUNITY COLLEGE 1965. Hunt, Beverly English. Michigan State University, East Lansing, Mich. University Microfilms, (Order Number 67-7551, MF $3.00, Xerography $7.20). Ed.D. Thesis. 152p. 1967.

The main purpose of this study was to describe married women students at Lansing Community College, Michigan, their reasons for going to college, problems faced, and perceptions of attitudes of family and friends toward the dual role of student and homemaker. Data were gathered through questionnaires, interviews with 47 of the 123 respondents, and official records of the Registrar's Office. About 25% of women students were married. Of the married women students, 70% were part-time and 68% were over 25. Marriage and lack of money were the major reasons given for not continuing thier education after high school. Almost all had begun their college education at Lansing Community College. Women with children were not postponing education until the children were grown. Married women students surpassed single ones on grade point averages. Further educational and/or vocational goals predominated. Pressure of time was the main problem cited. Friends and families were generally encouraging; husbands (especially those with some college) and mothers of students were most so. The amount of education in the families of younger women was greater than for older women. Felt needs included more counseling services, day classes in longer blocks of time, and more parking and child care facilities. Improved counseling and additional research were recommended.

AIR FORCE NURSES' PARTICIPATION IN PROGRAMS OF CONTINUING EDUCATION AS RELATED TO SELECTED CRITERIA. Bennett, Leland R. Boston University, Mass. School of Education. University Microfilms, (Order Number 69-7843, MF $3.00, Xerography $9.90). Ed.D. Thesis. 216p. 1968.

This study investigated relationships among the extent of continuing education participation by Air Force Nurses in the Continental United States, means used to reflect officer effectiveness, selected demographic and military characteristics, and orientations toward learning. A four-part, nonstandardized questionnaire was administered to 589 nurses, including 211 who had not been involved in continuing education during the past five years. Factors were sought which the 211 saw as barriers to their participation. These were among the findings: (1) participation was significantly related to educational levels but not to the nurses' effectiveness as officers; (2) age, rank, marital status, and years of service did not correlate significantly with participation; (3) nurses did not feel that participation in continuing education helps with promotions or effectiveness; (4) although goal orientation was related to participation, the nurses' major learning orientation was need fulfillment; (5) major barriers to participation were the nurses' own attitudes, perceptions of supervisor attitudes, and lack of counseling.

THE GREAT NECK COLLEGE COMMUNITY PROJECT. Rosenstiel, Annette. In Adult Leadership; v18 n6 p168-170, 195-196. December 1969.

Eight colleges participate in an educational program for suburban women which provides college level credit and noncredit courses.

CONTINUING EDUCATION FOR WOMEN IN OHIO; A STUDY PROJECT OF THE OHIO DIVISION, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. Ewalt, Della C., comp. American Association of University Women, Ohio Division. EDRS Order Number ED 021 196, price MF $0.25, HC $2.25. 43p. April 1965.

A study was made to assess the needs and opportunities of members of the American Association of University Women (AAUW) to continue their education in Ohio. Questionnaires were returned by 2,569 AAUW members from Ohio branches giving data on personal and socioeconomic background, educational motivation, preferred kinds of programs and fields of study and felt needs for guidance and counseling. There was also a tabulation of information from Ohio colleges and universities as to women faculty members (21%), women administrators and trustees (much fewer), degrees granted to women in 1964, graduate and undergraduate enrollment data, and institutional policy. The typical AAUW respondent was in the 30-60 age range, with a family income of $5-10,000, employment in education, a husband in one of the professions, a desire for part-time or evening graduate study, and no felt need for guidance or counseling. Most institutions accepted part-time students, 22 offered higher adult education, some had financial aid for part-time students, and eight had special programs for women. Also, beginning in academic year 1966-67, the state wide College Faculty Program will offer financial aid to mature women wishing to prepare for college or university teaching.

THE FUTURE ROLE OF THE HIGHEST RANKING WOMAN STUDENT PERSONNEL ADMINISTRATOR IN THE COLLEGE OR UNIVERSITY AND A SUGGESTED TRAINING PROGRAM. Haller, Lola Marie. Michigan State University, East Lansing, Mich. University Microfilms, (Order Number 68-4146, MF $3.00, Xerography $7.00). Ed.D. Thesis. 147p. 1967.

This study sought to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest an appropriate training program. Data on relevant historical factors, influential background and educational characteristics, potentially influential educational and societal concepts, and suitable characteristics and background were obtained from the literature and by interviews with acknowledged leaders in college student personnel administration. Findings indicated that the role of these administrators is shifting from basically custodial to primarily administrative and educational. The new role may involve some administrative responsibility in coordinating personnel services and working with students of both sexes,and interpretation of women's special educational needs to the students, faculty, and administration. The recommended doctoral program would be interdisciplinary, with course work in such areas as psychology, sociology, business, and personnel work, together with an internship. Further research on recruitment, motivation, and other topics was also urged.

MEASURING THE EDUCATIONAL RELEVANCE OF A SHORT-TERM TRAINING PROGRAM FOR TEACHERS. Johnson, Raymond L. and others. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969). EDRS Order Number ED 025 723, price MF $0.25, HC $0.95. 17p. February 1969.

A multiple time series design was used to test the effectiveness of short workshops for housewives recruited to teach basic reading to adults in bringing about changes in teacher attitudes and opinions. An attitude and opinion survey questionnaire comprising true-false items was given on three occasions, to all participants of a nine-hour workshop. All the participants answered the questionnaires at the beginning of the workshop but only the members of the experimental group answered them the second time after teaching a class. Sixteen of the 100 items showed significant shifts in responses between times one and two for the experimental group and fourteen for the control group, and virtually all the changes induced in the controls persisted at the time three. However, the effects of the workshop were almost totally erased by the experiences in the classroom. (An appendix with an outline of the procedure is included.)

THE SARAH LAWRENCE-NEW YORK UNIVERSITY TEACHER EDUCATION PROGRAM, 1963-1969; AN EVALUATIVE PROFILE. Cullinan, Bernice E. and Ferber,

Zelda. New York University, N.Y. EDRS Order Number ED 034 141, price MF $0.25, HC $2.80. 54p. August 1969.

This study evaluated the effectiveness of a teacher education program for mature women cooperatively planned and conducted by Sarah Lawrence College and New York University. Program goals as identified by the two institutions, participating students, and society served as criterion measures. Necessary data were collected by interview, questionnaire, examination of records, and observation. The program was a model for a number of teacher education programs in other institutions, and produced a small group of teachers rated as superior by their instructors and employers. It reached a previously untapped supply of highly qualified potential teachers. Participants rated the program as valuable and appropriate for mature women with reduced child rearing and homemaking demands. Although innovative in various ways (mainly by its course in the analytical study of teaching), it did not completely fulfill the original aim of radical experimentation. The underlying philosophy proved a worthwhile means of developing superior elementary school teachers, and recommendations for continuation and expansion were made.

SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION, 1967-1968. Loewenberg, Bert James. Sarah Lawrence College, Center for Continuing Education, Bronxville, N.Y. 10708. 17p. 1968.

The Center for Continuing Education provides an undergraduate program of 20 hours for mature women, preparing them for regular attendance at Sarah Lawrence for completion of their bachelor's degree. Classes are small and held at a convenient time. Counseling service is available to each applicant and admission is based on life history and interviews as well as formal grades. Center courses include child development, education, architecture, urban problems, the arts, economics, sociology and psychology, often combined in an interdisciplinary approach. Professional graduate programs in teaching, social work, school guidance, library science, and remedial reading are also provided, with the financial assistance of the Carnegie Foundation and the Center for Continuing Education, and in cooperation with other colleges and universities, such as New York University, Pratt Institute, Bank Street College of Education, and College of City University of New York. (The document includes center statistics from 1962 to September 1968 and tuition and other fees for each program.)

THE RADCLIFFE INSTITUTE, CAMBRIDGE, MASS., U.S.A. Smith, Constance E. In Convergence; v2 n2 p56-61. 1969.

Begun in 1960, the Radcliffe Institute consists of (1) a fellowship program designed for women who want to do part time research or creative work and (2) two other grants offered to women in graduate school in the southern New England area, and to women medical interns. The Guidance Laboratory helps those who have completed their studies and published a directory of part-time employment opportunities in the Boston area.

"THAT INFIDEL PLACE." A SHORT HISTORY OF GIRTON COLLEGE 1869-1969. Bradbrook, M. C. Available from Chatto and Windus, London, England. 168p. 1969.

The Mistress of Girton has written a history of the College which celebrates its centenary this year. She describes the founding of this pioneer community by Miss Emily Davies, a woman of outstanding gifts of organization and administration who was determined that women should receive university education at Cambridge. She saw this as part of the national movement for the reform of girls' education which made it essential that women should be able to gain university qualifications for teaching. The successful struggle to provide first the teaching and then access to examinations in the face of bitter anti-feminist objections, and at the same time to raise the finances to meet the cost of a large residential college which by 1902 housed 180 students and had increased thirty-fold is the measure of achievement of Miss Davies and her indomitable supporters. The first generation of Old Girtonians yielded leadership to that of the strong-minded dons who raised the academic status of the college and helped win for Cambridge womens admission to titular degrees in 1926. After the war women gained equal rights with men in the university, although the special problems of the increasingly large number of married women dons and students has created a situation, not envisaged by Miss Davies, but in the solving of which Girton may yet play a pioneering part. In a final section Professor Bradbrook discusses the collegiate system as a possible method of mitigating the problems which trouble all very large universities in the English-speaking world, mentioning particularly the University of California and the new universities of Australia.

TEACHING AT HILLCROFT. Cockerill, Janet. In Adult Education (London); v42 n2 p84-89. July 1969.

An appraisal of teaching methods was carried out at Hillcroft, a long-term residential college of adult education for women. The traditional method included one lecture and a seminar in each subject each week, with phased raising of academic standards during the year. In this study, one tutor in one subject changed the teaching pattern to include splitting the students into two groups, each group attending a

1 1/2 hour session of direct teaching and student discussion. Although opinions among students were varied, only two of 43 felt that their grasp of the subject was reinforced by this method. Tutors were frustrated by the slowing down of ground covered. It was decided not to change the traditional method but rather to allow tutors to combine lecturing with discussion when this seemed appropriate.

REPORT OF THE WORKSHOP ON THE UTILIZATION OF WOMEN'S RESOURCES IN THE YMCA (COLUMBUS, OHIO, MAY 22-23, 1968). National Board of Young Men's Christian Associations, New York, N.Y. EDRS Order Number ED 033 286, price MF $0.25, HC $1.70. 32p. 1969.

The workshop on the Utilization of Women's Resources in the Young Men's Christian Association (YMCA) in examing women's role in the organization undercovered much bias against women (expecially with regard to leadership and competency) which impacted on personnel policies, organizational climate, programing, and relationships with the community. The arguments cited for women included the resource need, reduction of goal hypocrisy, the complementary experiences of women, and increased organizational efficiency. A uniform set of conditions were seen as an imperative for the successful performance of a woman executive including demonstration of competence on the national YMCA level, special skills training, and good salaries. An action program for increasing the role of women in the YMCA for five demonstration cities and the national organization recommended that: (1) there be active recruitment of women to fill vacant professional staff positions; (2) there be more adequate women's representation in the decision-making bodies at all levels; and that (3) progress reports be made over the next three years. The appendix is a statistical report of female YMCA employees as of 29 March 1968.

GIRL SCOUT CONFERENCE CRUISE. Hess, Berenice E. In Adult Leadership; v18 n2 p55-56+. June 1969.

The Girl Scout Caribbean conference cruise provided each participant with two hours credit in self directed study in current management, youth today, or team productivity. Resources were available in the form of a consultant for each learning area, three national staff members for general consultation, and a library containing professional literature, related films, and a videotape system. Learning situations were varied and included group sessions, individual conferences, teams, and individual study.

HOW ANDRAGOGY WORKS IN LEADERSHIP TRAINING IN THE GIRL SCOUTS (A CASE STUDY). Knowles, Malcolm S. In Adult Leadership; v17 n4 p161-162+. 7p. October 1968.

With Malcolm Knowles as national consultant, a program for training volunteer leaders for the Girl Scouts was designed, field tested, revised, and implemented during 1964-68. The program stressed the building up of adult education competencies within the organizational social system, and of individual skills in self-directed self-development rather than specific behavioral results imposed from above. Behavioral objectives suggested the ideal model of a leader who sees her role as highly creative and her mission as essentially educative, develops attitudes and relationships as well as activity skills, and views her reward in terms of her own personal growth as well as the fulfillment of her responsibilities to girls. The manual for local council trainers was based on certain basic assumptions as to the attitudes and beliefs conducive to effective adult learning. The program design consisted of a cycle of three steps: diagnosis of training needs; activities organized around ten curriculum units; and the sharing of new learning. Several outcomes, largely favorable, have already become apparent.

A DEMONSTRATION PROJECT FOR ADMINISTRATIVE TRAINEES IN SOCIAL SERVICE AGENCIES, SEPTEMBER 1, 1967 - AUGUST 31, 1968. FINAL REPORT. Experimental Project for Administrative Treainees. Camp Fire Girls, Inc., Girl Scouts of the U.S.A., sponsor. EDRS Order Number ED 030 810, price MF $1.00, HC $11.65. 231p. 1968.

Sponsored by Camp Fire Girls, Inc. and Girl Scouts of the U.S.A., under contract with the United States Department of Labor, this demonstration project was designed to explore the practicability of a program of non-credit college study and work experience to prepare women for administrative positions with social service agencies. Programs were set up in six widespread geographic locations; 150 unemployed or underemployed women were selected, of whom 78% were in the 35-plus age group and 44% lacked college degrees. A uniform core content was the basis for the 10-week program, with each university developing its own methodology and weighting the topics. Participating councils and other agencies provided observation and supervised field work experience. Six state employment services, personnel specialists of Camp Fire Girls and Girl Scouts, and project staff assisted trainees in their job searches. The effectiveness of the program was shown in the less than 10% dropout rate and minimal absenteeism, in the 42% already working, the many others still looking for opportunities, and the restoration of self confidence among the trainees.

CAN CONTINUING EDUCATION ADAPT? Clarenback, Kathryn F. In AAUW Journal; p62-65. January 1970.

Some of the top priorities in improvement of opportunities for continuing education and equal employment for women are: amendment of the Civil Rights Act of 1964 to remove the exclusion of educational institutions (teaching and administrative staff) from the prohibitions of sex-based discrimination; affirmative action to encourage employment of women in both faculty and administrative positions; inauguration within the various disciplines of courses which deal with women as subject; and accelerated efforts toward institutional flexibility, significant financial aids, and child care.

CONTINUING EDUCATION FOR WOMEN -- A GROWING CHALLENGE. Keyserling, Mary Dublin. Talk given before the 22nd National Conference on Higher Education, Chicago, Illinois, March 7, 1967. EDRS Order Number ED 015 281, price MF $0.25, HC $0.55. 9p. 1967.

Colleges and universities are challenged to expand opportunities for continuing education for mature women. Nearly 29 million women are in the labor force, more than twice as many as in the years immediately before World War II. In 1966, they represented 37 percent of all workers in professional, technical, and kindred occupations compared with 45 percent in 1940. This underutilization of the skills of women is a serious waste. It is the mature, educated woman who underutilizes her potential by returning to the labor force in jobs inconsistent with her capacities and society's needs. She needs both continuing and refresher education. Often standard college courses present difficuly -- they are oriented to teenagers in both content and pace, they do not update information in the fields of interest, the hours are inconvenient and counselors are not sufficiently aware of the problems of mature women or facilities and services to help them. Many colleges are responding to these special needs of women by developing programs incorporating limited course loads in degree or non-degree programs, flexible scheduling of courses at convenient hours, liberal provision for transfer of credits, counseling, financial assistance, child care services, and job placement or referral services. Special programs offered by several colleges are briefly described.

PROGRAMS, PROBLEMS AND NEEDS IN WOMEN'S CONTINUING EDUCATION; PROCEEDINGS OF A STATEWIDE CONFERENCE FOR INSTITUTIONS OF HIGHER EDUCATION, COMMUNITY AND GOVERNMENT REPRESENTATIVES (SEATTLE, WASHINGTON, NOVEMBER 8, 1968). Washington University, Seattle. Office of Women's Continuing Education. Available from Office of Women's Continuing Education, University of Washington, Seattle, Washington, 98105 ($1.00). 70p. 1968.

A conference on women's continuing education explored ways in which institutions of higher education in the State of Washington can develop innovative programs to meet the needs of women, particularly those in their middle years. Exploration involved (1) identifying the communities' needs for more effective use of woman power, both paid and volunteer; (2) defining steps which must be taken to expand opportunities for women; (3) providing information on programs which are in process in various states; (4) discussing ways in which all educational institutions can work together to implement new and relevant programs for women; and (5) planning for interinstitutional and interdisciplinary cooperation. Descriptions were given of the College Level Examination Program, Eastern Washington State College Continuing Education for Women; and the educational program at Oak Harbor Naval Air Station.

REPORT ON THE LEADERSHIP INSTITUTE OF THE OVERSEAS EDUCATION FUND. Johnson, Eugene I. Adult Education Association of U.S.A., Washington, D.C. 86p. January 1966.

The Adult Education Association of the U.S.A. surveyed the Leadership Institute conducted at Pembroke College of Brown University by the Overseas Education Fund of the League of Women Voters. This institute brings a group of women from different Latin American countries and a smaller group of women from North America into a two-year leadership development program. Areas identified as critical to the success of the institute were: selection of participants; content of the institute; language problem; institutional base; problem of re-entry; and coordination of all elements of the program. Recommendations include selecting participants from a broader socioeconomic range, de-emphasis of competence in English and more facility in Spanish by staff members, greater involvement of participants, better opportunities for learning English, removal of the institute to an institution which has a strong program in Latin American Studies, organizing groups in home countries to aid in re-entry of participants, and shortening and intensifying the program so as to release funds for additional subprofessional help. Recommendations for changes in the present institute pattern and lists of persons interviewed are also included.

B. Guidance and Counseling

INFORMAL HELPING RELATIONSHIPS AMONG ADULTS. Macdonald, Mairi St. John. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969), based on author's doctoral dissertation, University of Toronto, 1968. EDRS Order Number ED 025 736, price MF $0.25, HC $0.30. 4p. 1969.

An exploratory study examined the informal helping relationship between adults seeking assistance with problems and the persons they selected as helpers. Fifteen men and 15 women were interviewed with an open ended questionnaire listing 50 possible reasons for selecting a helper and 35 possible ways in which a helper assisted with the problems. Among problem areas were careers, marital difficulties, alcoholism, bereavement, moving, family conflicts, and feelings of inadequacy. Problems had persisted for periods of time varying from six months to more than three years. Respondents selected helpers who were older, married, friends or relatives, same nationality or sex, and of similar educational level and religion. Men tended to choose helpers who were perceived as warm, friendly, and sincerely interested in them, while women selected helpers who took them seriously, listened, and kept confidences. Natural helpers appeared to share similarities to professionally trained persons described in counseling literature. Objective findings suggest that natural helpters may be identified through the testimony of those whom they have assisted, and subjective findings suggest that natural helpers may be identified by self disclosures in an interview.

THE VOCATIONAL COUNSELING OF ADULTS AND YOUNG ADULTS. Thoroman, E. C. Available from Houghton Mifflin Company, 53 W. 43rd St., New York, N.Y. 10036. 207p. 1968.

The return of adults to vocational schools, classes in industry, and junior colleges has created a need for counselors who know people of all ages and who are aware of their culture in all its dimensions. This book provides theories and concepts of vocational as well as consideration of problems, supported by current statistics as regards various aspects of the American Population. It examines: (1) a philosophy of adult counseling; (2) the importance of ego status in goal selection; (3) the techniques and tools of adult counseling; (4) counseling for management positions; (5) the veteran as a counselee; (6) women in the labor market; (7) counseling of the seriously disabled; (8) the senior citizen as a potential worker; (9) counseling and the junior college; and (10) the future status of adult counseling.

COUNSELING FOR WOMEN'S ROLES IN THE 1980's. Berry, Jane. Available from Teachers College Press, Columbia University, 525 W. 120th St., New York, N.Y. 10027. Chapter 10 in GUIDANCE-PERSONNEL WORK: FUTURE TENSE, edited by Margaret Ruth Smith. 10p. 1966.

The increasing momentum of research on women's roles, education, and career accomplishments and an appreciation of the rapidity of social change suggest the exploration of male attitudes concerning women's roles, life planning approach appropriate for the 1980's, possible life patterns, and counselor training for advising girls and women.

Little study has been made of the attitudes of husbands, employers, and educators toward the variety of life patterns and choices for women but there is some slight indication that younger men take a more sympathetic view toward wives' continuing education. Counseling for girls and women should encompass the educational, vocational, avocational, community, and family aspects of the total life span. Life patterns for women in the 1980's will include such activities as community service, continuing education, specialized professional work, or conduct of a business endeavor. Training for counselors of women might be incorporated in a specialized course, seminar, or workshop combined with supervised experience.

THE COUNSELOR AND THE ADULT WOMAN. Matthews, Esther E. In Journal of the National Association of Women Deans and Counselors; v32 n3 p115-22. Spring 1969.

FIRST ANNUAL REPORT OF NEW YORK STATE GUIDANCE CENTER FOR WOMEN FOR PERIOD NOVEMBER 1, 1966 THROUGH OCTOBER 31, 1967. New York State Guidance Center for Women, Suffern, N.Y. EDRS Order Number ED 022 106, price MF $0.25, HC $2.80. 54p. 1967.

The New York State Guidance Center for Women is sponsored by Rockland Community College under contract with the State University of New York, and located just east of Suffern, New York. During its first year, the Center counseled 483 women and an additional 800 were served through its information services -- library, career interest meetings, radio career information series (13 30-minute broadcasts), and a Careers for Women Workshop series. About 80 percent of the Center's clients come from Rockland County. The professional staff includes a director, associate director, librarian, and six part-time counselors. The Center's counseling records indicate that while women considering employment or further education need guidance and information and are willing to seek it, husband's attitudes, inflexible work and school schedules, and fears of impersonal work situations and inability to compete with younger students deter them from returning to work or school. (Document includes seven tables, lists of Advisory Committee members, tests available at the Center, and supplementary reports of counseling and testing services, information and special services, costs and staffing, and community, state, national, and international relationships.)

REPORT ON OPERATION OF NEW YORK STATE GUIDANCE CENTER FOR WOMEN, NOVEMBER 6, 1966 TO AUGUST 31, 1968. Westervelt, Esther M. EDRS

Order Number ED 031 635, price MF $0.50, HC $3.40. 66p. September 1968.

The New York Guidance Center for Women at Rockland Community College provided educational and vocational counseling and information and advisory services through the library, career guidance workshops, public meetings, and radio programs. Individual counseling and testing of clients took place at the center, and group counseling in disadvantaged neighborhoods. Minor research was conducted to: (1) evaluate methods of followup of clients withdrawing from counseling before completion; (2) study effectiveness of group orientation for pre-counseling preparation; and (3) evaluate counseling services. Elimination of the pilot project from the state budget cut out the final year of evaluation but the center has been continued as an agency of Rockland Community College. (Recommendations, statistical summary, discussions of the sociology and psychology of the mature woman's career potential and differing conceptions and emerging patterns in counseling and testing services, and selected case histories are included.)

V. LOW INCOME, DISADVANTAGED

THE NEED FOR ADULT EDUCATION OF MARRIED WOMEN IN THE LOWER SOCIO-ECONOMIC LEVELS IN VANCOUVER. Webster, Daisy. British Columbia University, Vancouver, B.C. EDRS Order Number ED 026 569, price MF $0.50, HC $5.30. M.A. Thesis. 104p. May 1968.

A study was made of the educational needs of married women of lower socioeconomic status in three widely divergent inner city areas of Vancouver, British Columbia. Reasons for nonparticipation in adult education were also sought. The majority of respondents in these areas were married, aged 15-44, with one to four children. Most had gone beyond Grade 8, but only 1/3 had completed high school. Most of the past and present participants in continuing education were high school graduates. Tuition fees, lack of child care facilities, transportation and related costs, feelings of academic inadequacy, and (mainly among new Canadians) fear of institutionalized programs were major reasons for nonparticipation. A conflict of priorities appeared to exist between needs perceived by resource personnel and needs perceived by the respondents themselves. Resource persons stressed organizational objectives; most of the women stressed education for future employment. Despite differing priorities, both groups saw needs in the areas of cultural orientation, family relationships, nutrition and home management,citizenship, and employment. Program success requires that these married women share in planning, and that their priorities be reflected in the curriculum.

SPECIAL PROGRAMS UNDER TITLE I, HIGHER EDUCATION ACT OF 1965 AT THE CENTER FOR COMMUNITY EDUCATIONAL SERVICES, STATE UNIVERSITY OF NEW YORK AT FARMINGDALE (JULY 1967 - DECEMBER 1968). FINAL REPORT. New York State University, Farmingdale, Center for Community Educational Services. 19p. 1969.

During 1967-68, the Center for Community Educational Services at the State University of New York at Farmingdale managed several programs (under a Title I grant of the Higher Education Act of 1965) designed to facilitate job information and opportunities for women on Long Island. These programs, which were successful in reaching their limited goals, included: (1) workshops on leadership training for women's programs; (2) employment opportunity workshops for poverty and/or welfare mothers; (3) production and distribution of a directory of educational opportunities of special interest to women on Long Island; and (4) a gericare aide training program.

ADULT EDUCATION; PREPARATION FOR EMPLOYMENT. Spitze, Hazel Taylor, Editor. In Illinois Teacher of Home Economics; v8 n5 1964-65. 97p.

This issue of the Illinois Teacher of Home Economics reported on a survey made of education programs training female subprofessionals for employment. Some of the programs were not designed to teach a specific job skill but rather provided personal development courses or preparation for improved family living, which might make women employable. The occupation most frequently mentioned in responses to the survey was Homemaker Service; and several programs were reported to prepare assistants for professional workers in nursery schools and child care centers. Many adult educators are concerned with preparing food service workers; some of these programs are extensive enough to be included in two-year programs of Junior Colleges or Technical Institutes. Other occupations reported were hotel and motel housekeeping, nursing assistants, and clothing alteration.

THE RELATIONSHIP OF GROUP STRUCTURE, TASK PERFORMANCE, AND LEADERSHIP RECOGNITION AMONG ADULT BASIC EDUCATION PARTICIPANTS. King, Gordon A. Florida State University, Tallahassee, Fla. EDRS Order Number ED 022 989, price MF $0.25, HC $2.15. M.S. Thesis. 41p. August 1967.

A study investigated the relationship between group structure and leader recognition and compared task performance with group structure and leader recognition to obtain a better understanding of the adult basic education participant. Fifteen women were randomly assigned to three groups and each given a list of six symbols. Their task was to discover which symbol they all had in common. Participants were organized in a circle (conference) or straight line (panel). A total of 15 trials was used in each task. After each set of five trials, persons were asked to identify a group leader. In the second session, the recognized leader from the panel sat with the same group in the conference, and the conference group moved to the panel situation. In the third session, the recognized leader from the panel operated in a conference group with different members. After each session right and wrong answers were recorded and leader identification ascertained. Findings indicated that group structure was a more important variable in task performance than leadership recognition; the relationship between past experience in a particular group and performance in a new group was shown to be significant. Leader recognition as a factor in the efficiency of task performance could not be substantiated with this study.

A STUDY OF THE EFFECTS OF EXAMINER RACE, SEX, AND STYLE ON TEST RESPONSES OF NEGRO EXAMINEES. Pelosi, John William. Syracuse University, N.Y. University Microfilms, (Order Number 69-8642, MF $3.00, Xerography $9.45). Ph.D. Thesis. 209p. 1968.

This study investigated the influence of examiner race (white versus Negro), style of interaction (warm versus cold), and sex (male versus female) on test responses of 96 male Negro subjects enrolled in an antipoverty work experience program. The Information, Comprehension, Vocabulary, Digit-Symbol, Block Design, and Picture Arrangement subtests of the Wechsler Adult Intelligence Scale were used, together with the Purdue Pegboard and the IPAT Culture Fair Test. Contrary to previous research findings which suggested inadvertent bias due to white examiners, the overall conclusion of this study was that examiner traits did not significantly influence performance by Negro male subjects on seven of the tests. The only exception was the IPAT Culture Fair Test, on which subjects treated coldly performed better under male Negro examiners than female Negroes, and better under white females than white males. Implication and limitations of the study were discussed.

TEACHING DECISION-MAKING TO THE DISADVANTAGED. Cavanagh, Catherine and Price, Dorothy Z. In Journal of Home Economics; v60 n5 p337-342. 6p. May 1968.

A theoretical rationale is presented for methods of communicating information to disadvantaged groups of young housewives as a basis for teaching abstract ideas, such as the decision making process. Of the two models for viewing programs for the disadvantaged, the one based on adult socialization theory, which focuses on change in social roles and functioning in a group, seems more congruent with the style of the disadvantaged. A discussion of characteristics of disadvantaged families and instruction of decision making skills to young homemakers indicates the importance of establishing rapport and a structured learning situation, concentrating on concrete problems, and using simple communication methods and familiar language form. Teaching methods for structured learning situations should involve physically oriented games, role playing, and non verbal elements in short term learning experiences. Techniques for evaluation of the effectiveness of communication methods should focus on behavioral outcomes which can be objectively measured. Changes in concepts could be measured by a technique similar to the Q-Sort, involving the homemaker physically, and requiring simple reading skills and no writing.

SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT, AN EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT. Geoffray, Alice R. St. Mary's Dominican College,New Orleans, La. EDRS Order Number ED 015 311, price MF $0.75, HC $8.40. 166p. 1966.

Ninety disadvantaged white and Negro female trainees, 18 to 44 years of age, were given 950 hours of instruction in typing, shorthand, business speech, and ancillary courses during a 24-week period. The

experimental phase of the program consisted of developing economically feasible group techniques for teaching business speech to adults whose substandard regional speech patterns constituted an obstacle to employment in the stenographic and secretarial field and demonstrating that business speech training with group techniques will increase employability. The techniques consisted of adaptations of accepted practices in speech therapy,adaptations of foreign language methodology, and classroom practices for teaching public speaking. Of 86 enrollees who completed the course, 97 percent were employed in business offices. Interviews with employers before and after the trainees were placed as clerk-typists, stenographers, and secretaries, showed that business speech training increased employability for almost all of the trainees. Brief outlines of the six units, their specific goals, analysis of methods used, and the degree of goals achievement are included.

A STUDY OF REMEDIAL READING PROGRAMS IN THE OMAHA AND MARQUETTE JOB CORPS CENTERS FOR WOMEN. Jones, Bert and others. Burroughs Corp., Detroit, Mich.; Northern Michigan University, Marquette, Mich. EDRS Order Number ED 033 824, price MF $0.25, HC $2.25. 43p. 1969.

This joint investigation involving the Omaha Job Corps Center for Women and the Marquette Job Corps Center for Women assessed the remedial reading programs of the two centers. A major objective was to provide Job Corps norms for the Gates-MacGinitie Reading Test, Survey E, forms 1M and 2M. Each center designated control and experimental groups. The experimental group's 80 subjects received 40 class hours of reading instruction. The control group's 37 received no formalized reading instruction. The Wilcoxen Matched-Pairs Signed-Ranks Test was used for within groups data analyses; the Mann-Whitney U Test and the Moses Test of Extreme Reaction were used for between groups analyses. Significant differences were found between the experimental and the control groups and between pretesting and post-testing on the comprehension subtest for those subjects rated at a fourth grade, ninth month and below reading level at time of entry into the program. This led to the conclusion that these remedial reading programs were best able to help the lower-level reader. The control group in Marquette showed significant gains on the vocabulary subtest. A strong relationship between formal education and reading achievement was noted. Data tables and charts are included.

WORK AS A CONDITION OF WELFARE: THE WIN PROGRAM. In New York University Law Review; v44 n4 p775-803. October 1969.

The Work Incentive Training program (WIN) was established by Congress as one of the 1967 amendments to the Social Security Act. Responsi-

bility for WIN is divided between the Department of Labor, which develops and operates it, and the Department of Health, Education, and Welfare, which refers AFDC recipients. All women of AFDC, except when "good cause" is shown, must participate. All children, relatives, and individuals who are over 16 and receive AFDC assistance are eligible to participate. Though statutory eligibility is determined by the federal government, the states retain a great measure of discretion in determining those to be referred. Among the components of WIN are: (1) the program designed for enrollees deemed employable or in need of on-the-job training; (2) the work and training program; and (3) special work projects designed for enrollees for whom no regular job can be found. Once the wages of an AFDC family reaches or exceeds the assured minimum, that family is removed from the welfare rolls. A legal issue has been raised regarding the constitutionality of work as a condition of welfare payment receipt. Further attention must be directed toward improving the procedure of showing good cause for non-participation in the program.

PUBLIC ASSISTANCE: CONGRESS AND THE EMPLOYABLE MOTHER. Graham, James. In University of Richmond Law Review; v3 n2 p223-263. Spring 1969.

This article considers the impact of the WIN (Work Incentive) program, that segment of the 1967 Social Security amendment which imposes a work requirement on AFCD mothers with small children. When WIN was instigated, experts felt that the decision to work or not should be left to the mothers. Yet a federal court held that a mother receiving assistance has no right to refuse employment and remain at home with her children. Usually, court action is unnecessary as the welfare agency simply denies assistance upon the parents' refusal to work. Legal attempts to strike out the WIN clause would probably fail, yet the definitions of self-support and self-care are hardly attainable if a mother must leave her children. Specific reforms in welfare should include family allowances, national minimum standards at decent living levels, a negative income tax, abolition of extensive welfare investigations, and the more subtle varieties of substitute parent regulations.

THE DIALECT REMEDIATION PROJECT. FINAL REPORT, 1965-1966. Niebuhr, Herman and others. Temple University, Philadelphia, Pa. Center for Community Studies. Prepared in cooperation with Berian Institute, Philadelphia, Pa. Clearinghouse for Federal Scientific and Technical Information, (PB-177-869, MF $0.65, HC $3.00). 255p. 1966.

The object of the program was to train Negro girls in secretarial and speech skills and to demonstrate that speech skills play an important role in the level of employment attained. It is evident that

the program was not successful in turning out trainees of the quality that had been envisioned. Neither the general intellectual level nor the language capacities of the trainees were of the caliber necessary to transform most of them into capable high level secretaries. It was shown clearly, however, that within the time period of the program and with the methods and techniques used it was possible, on the average, to change the speech of the trainees from somewhat below "average Philadelphia speech" to somewhat above "average Philadelphia speech." Two developments which were anticipated did not develop. Psychological changes in such areas as evaluation of speech and sensitization to the effects of using the new form of speech, changes in motivation and in the evaluation of the self and self-related concepts e.g., marriage, job, did not occur. Of more practical importance, the expected difference between the remediation and non-remediation groups in level or occupational attainment did not occur.

AN EXPERIMENTAL INVESTIGATION OF THE RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN A POPULATION OF DISADVANTAGED ADULTS. Renbarger, Ray Nisch. Michigan State University, East Lansing, Mich. University Microfilms, (Order Number 69-20,919, MF $3.00, Xerography $8.60). Ph.D. Thesis. 186p. 1969.

This study investigated whether the self-esteem of disadvantaged adult students can be influenced by group guidance experiences; and to what degree, and how, academic achievement is influenced by changes in self-esteem. Subjects (59 Negro women in a clerical training program in Detroit) were divided into two experimental and two control groups. A ten-week group guidance experience was provided for experimental subjects. Pretest and posttest measures were obtained using the Tennessee Self-Concept Scale and a specially designed self-esteem inventory. Academic achievement was measured by the language arts and arithmetic achievement subtests of the Iowa Test of Basic Skills. Findings included the following: (1) group guidance appeared to exert a negative but insignificant influence on self-esteem; (2) improved self-esteem was positively related to improved academic achievement; (3) control group dropouts showed slightly lower self-esteem, and significantly lower language achievement, than persisters; (4) the disadvantaged adults did not score lower on self-esteem than a normal population.

FACTORS ASSOCIATED WITH THE OCCUPATIONAL ASPIRATION AND EXPECTATION LOW SOCIO-ECONOMIC MOTHERS HOLD FOR THEIR CHILDREN. Postell, Anne Johnson. North Carolina State University, Raleigh, N.C. M.Ed. Thesis. 110p. January 1968.

This study was to determine the levels of occupational aspiration and expectation low socioeconomic mothers hold for their children and the

relationship of such levels to the factors of age, level of formal education, number of children, and anomia (social isolation). Data were collected by means of personal interviews. Subjects were 12 rural Negro mothers between the ages of 15 and 49 whose eldest child was in school. Low socioeconomic mothers were chosen to gain an insight into their patterns of occupational choice and consequent level of education desired for their children. Factors associated with occupational aspiration and expectation for their children were educational level and number of children. Anomia was not significantly associated with the levels of aspiration and expectation. (Appendixes include the questionnaire used in interviewing and tables.)

TEACHING MOTHERS TO TEACH: A HOME COUNSELING PROGRAM FOR LOW-INCOME PARENTS. Orhan, Shije and Radin, Norma. Michigan University, Ann Arbor, Mich. School of Social Work. EDRS Order Number ED 028 819, price MF $0.25, HC $0.95. 17p. November 1968.

Twenty-four children attended a special half-day class when not attending regular kindergarten, and 12 of their mothers participated in a home counseling program. Children whose mothers were counseled achieved significantly higher on the Metropolitan Reading Test, and their mothers showed a significantly greater gain on the Cognitive Home Environment Scale. In biweekly home visits, parents were shown how to teach specific cognitive concepts to support school curriculum, to evaluate children's progress, and to motivate the children to become involved in the home education program. Approaches and techniques employed to abet parents' teaching skills are deliniated in the report, and an evaluation of the program with recommendations for modifications are included.

MOTHERS' TRAINING PROGRAM: THE GROUP PROCESS. Badger, Earladeen D. EDRS Order Number ED 032 926, price MF $0.25, HC $1.35. 25p. July 1, 1969.

This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their 1 to 2-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO poverty definition. Mothers agreed to attend a 2-hour weekly class to learn teaching techniques to be applied at hoem. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning, and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2 year program, attended regularly,

and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class.

DESCRIPTION AND EVALUATION OF THE PLAYROOM 81 PROJECT. MacVicar, Joan A. Harvard University, Cambridge, Mass. Center for Research and Development in Educational Differences. EDRS Order Number ED 032 605, price MF $0.75, HC $7.45. 147p. 1968.

Playground 81 was a recreational program available to children in the Mission Hill Extension Housing Development in Roxbury, Massachusetts. It was operated by 10 mothers, both black and white, indigenous to the project. It was supported by funds allotted by the Office of Economic Opportunity the the Research and Development Center at Harvard University for a two-year period from September, 1965 to June, 1967 for the purpose of developing innovative schools which would challenge traditional education. Initially the Harvard team had planned to utilize teenagers who had dropped out of high school to run the program. However, it turned out that mothers took over the program, since the teenagers' interest was short-lived. The Harvard Team wanted to leave decision making up to the community mothers in a democratic fashion; however, this became inimical and detrimental to the program, since chaos and lack of organization resulted. An evaluation of the program showed that participants and community people felt that there should be more organization and structure and a clearer deliniation of roles if it were to be effective. Playroom 81 did increase the achievement expectations of group members and help them become more self-reliant.

WOMEN'S TALENT CORPS NEW CAREERS PROGRAM. Walton, Barbara. Women's Talent Corps., New York, N.Y. Clearinghouse for Federal Scientific and Technical Information, (PB-183-534, MF $0.65, HC $3.00). 61p. May 1968.

The Women's Talent Corps aimed to train women from low-income areas to serve as paraprofessionals in community service agencies in New York City and also to create permanent jobs in these agencies. A training institute provided both classroom work and on-the-job experience. A unique feature of the program was the use of instructors or "coordinators" who worked with the trainee both in the classroom and in the field. Major accomplishments during the first year of the program were: (1) providing paid employment for all graduates; (2) creating new paraprofessional jobs in the schools where none had

existed and laying the foundation for such jobs in other community agencies; (3) establishing a "College for Human Services" to ensure the continued professional growth of new careerists; and (4) stimulating personal and intellectual growth in the trainees.

"NOBODY ASKED ME!" Curry, Volna M. and Davis, John H. In Adult Leadership; v17 n9 p378-80+. March 1969.

The American Cancer Society's Mexican American Cancer Education Project in 1963 was made possible through a Public Health Grant to five leading Medical Teaching Institutions in Los Angeles County. Through cooperation with Los Angeles County Medical clinics for detection of cervical cancer were established in disadvantaged areas, and indigenous volunteers recruited. Specially prepared literature, and motivation and training techniques were developed.

A FIELD EXPERIMENTAL ATTEMPT TO CHANGE BELIEFS AND BEHAVIOR OF WOMEN IN AN URBAN GHETTO. Kegeles, S. Stephan. In Journal of Health & Social Behavior; v10 n2 p115-124. 1969.

Using standard personal messages within an urban ghetto, an attempt was made to: (1) change women's beliefs in vulnerability to cervical cancer and in the effectiveness of cytology, and (2) persuade them to visit a cytological clinic. More women with higher postbelief scores made visits than their counterparts. The experimental message was more successful than the control in eliciting clinic visits. Though the experimental message did not change beliefs more than the control message, more experimental Ss high in postbeliefs came to the clinic than (1) experimental or control Ss low in postbeliefs, or (2) control Ss high in postbeliefs.

A DEMONSTRATION PROJECT ON FERTILITY CONTROL. Edward, Olivia Corbett and Ring, Abraham Eric. Columbia University, New York, N.Y. University Microfilms, (Order Number 65-6161, MF $3.00, Xerography $6.40). Ed.D. Thesis. 132p. 1964.

The purpose of this demonstration project was to determine whether the small group discussion method could effect a change in the contraceptive behavior patterns of working class Negro mothers. Additional objectives of the study were to develop effective recruitment and retainment procedures for this target population and to identify specific barriers to purposive family planning. Data were collected during home visits, group meetings, and in the follow-up home interviews. The salient factor in movement toward effective contraceptive practices

proved to be a pre-existing readiness for change. All of the respondents were non-contraceptors before the group discussions took place and, following the group meetings, 74% of the women rported some positive change in contraceptive behavior. Recruitment and group leadership aspects of the project demonstrated that the target population was capable of coming to organized group meetings, of sharing freely around a most intimate topic, although it was generally assumed by the professional population that Negro women of this socioeconomic class (a) would not participate; (b) would not be able to discuss such material; and (c) were not capable of effecting any changes.

COMMUNITY ACTION IN APPALACHIA. UNIT 7. MODERNIZATION OF LIFE STYLES. Donohew, Lewis and Singh, B. Krishna. University of Kentucky, Lexington, Ky. Clearinghouse for Federal Scientific and Technical Information, (PB-180-102, MF $0.65, HC $3.00). 175p. August 1968.

Studies of communication and change in underdeveloped countries were drawn upon to design a study of modernization of individuals -- including adoption of new ideas and practices -- in six neighborhoods in Knox County. The study approaches the individual as an interactive behavioral system whose components are variables defining his "style of life." Data were gathered at two points in time on 57 aspects of life style of heads of households and homemakers in these six neighborhoods. These included nine practices whose adoption was sought by the OEO-CAP or other change agents. They also included indicators of the base for modernity -- such as family income, cosmopoliteness, and others -- psycho-social attitudes and behaviors, and media exposure.

EFFECTS OF POVERTY ON CULTURALLY DISADVANTAGED WOMEN. Berry, Jane. In Adult Leadership; v18 n1 p9-13. May 1969.

Opening with an overview of the economic, psychological, and other problems that beset disadvantaged women and prevent them from improving their lot, this address to a group of New Careers staff members stresses the importance of the New Careers program in helping to break the poverty cycle as well as in preparing much needed subprofessionals for entry jobs and careers in human service occupations.

WOMEN IN POVERTY; PROCEEDINGS OF THE MIDWEST REGIONAL CONFERENCE ON THE STATUS OF WOMEN (MADISON, WISCONSIN, NOVEMBER 26-28, 1967). Wisconsin University, Madison, University Extension. Available from Wisconsin Governor's Commission on the Status of Women, University Extension, University of Wisconsin, 432 N. Lake St., Madison, Wisc. 53706. 72p. 1968.

A conference dealt with the situation of poor women (especially in matriarchal family structures) and the role that women's organizations have, and can play, in reducing poverty. A key factor found in whether or not women work is the extent to which they are free from their socially defined obligations within the household. Fatalism and alienation among the poor and cultural misconceptions among the middle class are major problems. Programs combating poverty at several levels of the public and private sector are reviewed and found inadequate. Workshops discussed and recommended areas of action to all commissions on the status of women. Such groups could make unique contributions in the areas of child care, household employment, education and training, income maintenance, rural poverty, and adequate and equal housing.

SURFACING: AN OVERLOOKED MINORITY? Schindler-Rainman, Eva. In Adult Leadership; v18 n10 p305-306+. April 1970.

Social trends and problems are discussed in terms of emerging opportunities for fuller use of women's talents in human services and other areas.

HOMEMAKER-HOME HEALTH AIDE TRAINING REPORT. Mansfield Memorial Homes, Inc., 50 Blymyer Ave., Mansfield, Ohio 44903. 56p. October 16, 1967.

A pilot program designed to retrain middle aged disadvantaged persons as homemaker-home health aides proved generally successful both in imparting skills and in placing the trainees in jobs. Teaching through demonstration and repetition was far more effective than formal classroom approaches and reading assignments. The majority of the trainees had specific health and hygiene problems which impaired work effectiveness. To varying degrees, these were corrected during the program. Cultural patterns relating to work and to male/female work attitudes also had to be dealt with. The skill of a professional health team and the opportunity to work under supervision with geriatrics patients were important elements in the programs's effectiveness. (Appendix includes application and evaluation forms, examinations, diploma, etc.)

NEW CAREERS IN COMMUNITY SERVICE; PROCEEDINGS OF THE CONFERENCE WORKSHOP. (March 27, 1968). Michigan University, Ann Arbor, Mich. Center for Continuing Education for Women. EDRS Order Number ED 029 217, price MF $0.75, HC $7.20. 142p. December 1968.

The conference on New Careers in Community Service was concerned with voluntary service as well as employment opportunities for women. Opportunities for community service exist in education, health, home economics, welfare, recreation, employment counseling services, and public housing. Supporting services necessary to enable the women to work include counseling and education services, day care centers, and homemaker services. In preparation for careers, women returning to college face such problems as: adjusting to the learning environment; lacking self confidence; overestimating previous experience and training; facing lack of understanding of the mature personality by administration; limitations of time imposed by her miltiple role; and coping with changing family relationships. Other paths to career preparation include inservice training, refresher courses, volunteer work, and self directed study. Current needs in health services are noted, as well as new careers in adult counseling, community organization education, population planning, and urban and regional planning.

VI. HOMEMAKERS

DIFFERENCES IN PERCEPTIONS OF NEEDS FOR NUTRITION EDUCATION AS SEEN BY HOMEMAKERS FROM DIFFERENT AGE GROUPS AND BY LAY AND PROFESSIONAL LEADERS. Czajkowski, Janina Mary. Boston University, Boston, Mass. School of Education. University Microfilms, (Order Number 64-4045, MF $2.90, Xerography $10.15). Ed.D. Thesis. 222p. 1963.

A study was done in Connecticut on differences in perceptions of need for nutrition instruction as seen by homemakers from different age groups, and possible gaps between the homemakers' perceptions and those of their lay and professional Extension leaders. Data were obtained by an original, pretested rating scale. A positive correlation was found between homemakers' perceived educational needs and the developmental tasks of their age category. Some concerns of homemakers indicated inadequate mastery of developmental tasks during the preceding period. Lay leaders tended to judge the relative importance of homemakers' problems in terms of homemakers in their own age category. Professionals tended to judge problems by their inherent scientific importance; homemakers tended to judge in terms of their own situation. The professionals tended to see problems as more numerous and persistent than did the homemakers. Such problems as time and money were seen as persistent concerns by all three groups.

HOMEMAKING INFORMATION OBTAINED FROM MASS MEDIA BY YOUNG HOMEMAKERS IN SPOKANE, WASHINGTON. A GRADUATE STUDY SUMMARY. Bartz, Karen W. Washington State University, Pullman, Wash. Cooperative Extension Service. 8p. 1966.

The purpose of this study was to determine personal characteristics of the young homemaker in Spokane, Washington, her use of mass media, her awareness of sources of information on homemaking, the types of information she now receives from the mass media, and her interest in extension clubs. Of those interviewed, 1/3 had been married less than a year and 1/3, for four or five years; 1/2 had completed high school, but none had completed college; only 1/5 were employed outside the home; most husbands were employed full time as sales workers, craftsmen, foremen, and operatives, with annual incomes from $5,000 to $9,999. Four-fifths of the homemakers read a woman's magazine for information on child care, recipes, decorating, and sewing; and obtained information about store specials, recipes, and food preparation from a daily paper. Two-fifths watched television during children's naptime (1 to 3 p.m.) and remembered programs about food; most had the radio on during the day and remembered spot broadcasts on food. They were likely to ask friends, relatives, or neighbors for needed information; they had learned about some products from adver-

tising and television. Since they did not know about the Extension Service, they could be alerted to it through the mass media, or better through a personal visit; programs should be directed at homemakers of a year or more, who are aware of problems; and neighborhood groupings be used in organizing clubs.

CONGRUENCE IN THE EDUCATIONAL NEEDS OF HOMEMAKERS IN LAKE COUNTY, INDIANA AS PERCEIVED BY PROGRAM DETERMINERS, EXISTING CLIENTELE AND POTENTIAL CLIENTELE. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 69-982, MF $3.00, Xerography $9.25). Ph.D. Thesis. 201p. 1968.

This study sought mainly to determine how needs perceived by Cooperative Extension specialists and Extension Home Economics influentials (largely Homemakers) compare with perceptions by existing and potential Extension Home Economics club clientele. Rank ordered perceptions of influentials and three other respondent groups (including 207 homemakers in Lake County, Indiana) concerning educational needs were compared. Differences between influentials' perceptions and those of present and potential clients were examined in relation to five program areas and several background variables (age, education, number of children under 18, tenure in clubs, participant or not, occupation, income, residence). These were among the findings: (1) influentials ranked Individual and Community Resource Development higher, and Family Stability, Consumer Competence, and Family Health lower, than other groups; (2) "coping with tensions and pressures in everyday life" was the only statement ranked in the top 10% by every group; (3) personal and family relations, tension and pressure of everyday life, the feelings, concerns, and emotions of various age groups, and management of time and money were among the chief concerns of all groups; (4) age and number of children under 18 were the main background variables in rankings of program areas.

WHY ILLINOIS WOMEN PARTICIPATE IN HOME ECONOMICS EXTENSION CLUB PROGRAMS. Hall, Cleo A. Chicago University, Chicago, Ill. Available from Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637. Ph.D. Thesis. 207p. 1965.

Home economics extension clubs were surveyed by a questionnaire to gather personal data, participant reasons for attending club meetings, and leader objectives. Returns from 741 members and 119 county extension home economists ranked 35 reasons, representing seven motivations -- intellectual growth, improvement of society, improvement of homemaking competencies, sociability, diversion, and social expectations. No significant differences were found between motivations of club members and objectives of extension home economists; between highly satisfied club members, somewhat dissatisfied members, and home economists'

selected objectives for attending meetings; and between primary motivation for attendance and selected demographic variables. Additional findings show home economists do not agree upon relative importance of the three educative objectives -- academic, community, or practical. It was concluded that the primary motivation for club attendance was to learn in order to improve homemaking competence, to grow intellectually, and to improve society.

INTERESTS AND INFORMATION SOURCES OF TIOGA COUNTY HOMEMAKERS. EXTENSION STUDIES NO. 38. Brown, Emory J. and others. Pennsylvania State University, University Park, Pa., College of Agriculture, Extension Service. EDRS Order Number ED 024 873, price MF $0.25, HC $0.70. 12p. September 1968.

Telephone interviews were conducted with 115 housewives in Tioga County, Pennsylvania, to determine their interests, information sources, financial credit sources, plans for remodeling homes and purchasing household conveniences, and family participation in Extension programs. It was found that 28% of the women kept record books of income and expenses, 40% preferred a store credit plan and 34% a bank loan for credit sources, 22% planned household repairs or remodeling with the coming year, and 84% were not planning to buy any appliances or furnishings in the coming year. Participation in Extension activities, and watching television programs, attending meetings, and reading newspaper articles were generally low, with mothers of children under 21 most active. They were most interested in educational opportunities and careers for their children, interior decorating, and dieting, and showed a slight interest in attending meetings on these subjects; women with more education, children under 21, and white collar or skilled laborer husbands had more interests. Newsletters and newspapers were favored means of gaining information.

PRACTICES ADOPTED, INTERESTS, AND INFORMATION SOURCES OF FARMERS AND THEIR WIVES IN TIOGA COUNTY. EXTENSION STUDIES NO. 37. Brown, Emory J. and others. Pennsylvania State University, University Park, Pa., College of Agriculture, Extension Service. EDRS Order Number ED 024 874, price MF $0.25, HC $1.05. 19p. September 1968.

By random selection, 74 farm families in Tioga County, Pennsylvania, were interviewed to determine the use of recommended practices, interests of the farmers and their wives, and sources of information. Dairy farming was the major enterprise for 3/4 of the farmers. No extension recommendations were used by 15%, but 20% used seven or more of the nine recommendations. Farmers were most interested in learning about use of fertilizer, dairy herd management, milk marketing, and soil conservation; newsletters, visits from the county agent, weekly newspapers, and farm magazines were the most popular

sources of information. High participation in Extension programs correlated with a larger herd, a larger farm, an older farmer, better farm business records, and a wife who participated. Farmers' wives were most interested in interior decorating and educational opportunities and careers for children. Wives preferred a newsletter and newspapers for information and were almost all very low Extension participators. Work off the farm occupied 24% of the farmers and 35% of the wives.

VOLUNTEER STUDY GROUPS; CHARACTERISTICS AND EDUCATIONAL FUNCTIONS; HOME DEMONSTRATION UNITS IN ONONDAGA COUNTY. EXTENSION STUDY NO. 18. Alexander, Frank D. Cornell University, Ithaca, N.Y., College of Agriculture; Cornell University, Ithaca, N.Y., College of Home Economics. EDRS Order Number ED 026 558, price MF $1.00, HC $10.30. 204p. October 1968.

The study aimed at describing the characteristics of a sample of home demonstration units in Onondaga County; testing the effectiveness of the teaching of a selected project; relating characteristics of the units to the learning of the participants; comparing characteristics of project leaders, trained teachers, and members of the unit; and indicating the leaders' preparation for teaching the project. Information was collected through interviews, pre- and posttests, and lesson reports from project leaders. Covariance of analysis was used to correlate learning and characteristics of the units as derived from personal characteristics of members, and only one of nine categories was significant at the .05 level. (Included in the appendixes are the interview schedule for unit members, floor facts test with correct answers indicated, leader's report form, tables presenting data on unit members irrespective of unit connections, and tables presenting detailed data on relationships of unit characteristics to learning of members participating in the floor facts project).

THE NEED FOR CONTENT IN HOME DEMONSTRATION PROGRAMS AS INDICATED BY CLUB MEMBERS IN THE STATE OF OKLAHOMA. Spivey, Grace L. Cornell University, Ithaca, N.Y. University Microfilms, (Order Number 64-1046, MF $3.50, Xerography $12.15). 269p. 1963.

The need for subject matter content in home and family living, and its relation to certain socioeconomic characteristics of club members were studied. Data were obtained from 253 respondents by mailed questionnaire. Findings indicated a wide range existed among members in age, education, income, and place of residence. There was need for all subjects, but intensity of need differed. Older members had a need for clothing instruction, those with income under $2500 for food and nutrition, $2500-$4999 for clothing, $5000-$7499 for housing, and $7500 and over for human relations programs. Rural residents

desired programs dealing with housing, while urban residents had a need for food and nutrition programs. Other participant characteristics such as home ownership, marital status, and employment were also noted. Generalized conclusions include -- (1) club members tend to be housewives who own their own home and are middle aged, (2) a significant relationship exists among the socioeconomic characteristics of age, education, and income, and expressed needs, and (3) the relatively low level intensity of expressed need for the Home Demonstration Program suggests a need for reexamination of the total program.

VII. WOMEN'S EDUCATION IN FOREIGN COUNTRIES

CIVIC AND POLITICAL EDUCATION OF WOMEN. United Nations, New York, N.Y., Department of Economic and Social Affairs. Available from United Nations Publications Office, 317 E. 34 Street, New York, N.Y. 10016 (Sales Number: 64. IV.7; $0.75). 92p. 1964.

"This pamphlet was produced at the request of the United Nations Commission on the Status of Women and the Economic and Social Council (of the United Nations). It was written primarily for the use of leaders responsible for the civic and political education of women, whether governmental or non-governmental, and is intended as a basic document for such persons." It includes several descriptive chapters on certain factors (such as health, economics, and marriage customs) which influence the status of women in various societies, and on ways of increasing women's participation in public life through national or local projects and through the programs of the various United Nations agencies (UNESCO, FAO, UNICEF, etc.) The annexes (appendixes) of the document include examples of techniques for the civic and political education of women; the Convention on the Political Rights of Women (1952) and information on its signatories; tables of information on the political rights of women, analyzed by country; bibliographical material; and a list of organizations interested in women's rights.

ACCESS OF GIRLS AND WOMEN TO EDUCATION IN RURAL AREAS, A COMPARATIVE STUDY. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Available from UNESCO Publications Center (NAIP), 317 East 34th St., New York, N.Y. 10016 ($1.00).

A 1962-64 study conducted by the United Nations Educational Scientific and Cultural Organization (UNESCO) utilized questionnaires to gather data from 94 United Nations Member States, Associate Members, and territories. The following information was sought: (1) size of rural populations; (2) educational opportunities for rural populations; (3) educational opportunities for girls and women in rural areas; (4) difficulties of access of women and girls to education in rural areas; (5) measures adopted to make possible or facilitate the access of girls and women in rural areas to education; and (6) current trends. The study concluded that while some progress has been made, girls and women of rural areas of the world as a general rule have been more educationally disadvantaged than their male counterparts.

RESOURCES AVAILABLE TO MEMBER STATES FOR THE ADVANCEMENT OF WOMEN THROUGH TECHNICAL COOPERATION PROGRAMMES OF THE UNITED NATIONS SYSTEM AND THROUGH PROGRAMMES ON NON-GOVERNMENTAL ORGANIZATIONS IN CONSULTATIVE STATUS. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report Number E/CN.6/463. EDRS Order Number ED 023 821, price MF $0.50, HC $4.40. Also available from Sales Section, Publishing Service, United Nations, New York, N.Y. 10017 ($1.00). 86p. 1966.

Part One contains information on United Nations technical cooperation programs which provide assistance on the request of the government concerned and are intended to help to prepare more people to contribute toward the progress of their countries by advising, showing, or teaching them or by giving them the opportunity to exchange and develop the information which they already have. Programs include services in the areas of human rights, social development, and public administration. Agencies providing additional relevant services are the International Labor Organization, the Food and Agriculture Organization, the Educational, Scientific and Cultural Organization, and Children's Fund. Part Two contains information on programs of non-governmental organizations in consultative status. Assistance includes advanced education, literacy training, homemaking courses, civic and political education, and training for social services, nursing, secretarial work, and kindergarten teaching. Appendixes contain specific examples of United Nations and non-governmental projects and activities and suggestions for further reading.

THE EDUCATION OF YOUNG GIRLS AND WOMEN IN FRANCE. Chaton, Jeanne H. In Convergence; v2 n2 p18-25. 1969.

Historically, different goals in life gave different orientations to the education of men and women in France. Various influences have brought these orientations closer together, yet traditional influences persist. Although women's education continues to emphasize literary studies at the university rather than fundamental sciences, French women have encouraged the efforts of some educators in the last century who have attempted to ensure them full access to educational opportunities. French women comprise a third of the labor force and are present in numerous branches of the economy. Women who want to work but who are past the stage of formal schooling or whose studies were interrupted by marriage or child-bearing can avail themselves of several opportunities: for example, courses which are provided practically free by the National Center for Education by Correspondence and Television and its regional outlets.

THE EDUCATION OF WOMEN IN THE SOVIET UNION. Torkiana, Elena. In Convergence; v2 n2 p62-65. 1969.

Women's constitutional rights to education in the U.S.S.R. have produced impressive results. In medicine 85% are women, in education 72%, in industry 47% of all workers and engineers. In higher education, women constitute 46% of the 4.5 million students. Evening and correspondence school graduates are encouraged since they combine studies with practical work. After graduation, women, just as men, must work for a time in their specialty.

N. K. KRUPSKAYA: TO THE CENTENNIAL OF HER BIRTH. Kravchinko, A. G. In Convergence; v2 n2 p85-89. 1969.

Nadezhda Konstantinovna Krupskaya, the wife of Lenin, devoted much of her life to promoting self-education. One of her projects was a Research Institute of Library Science, founded in 1936. In the same year she helped launch "School for Adults," a monthly for which she wrote 31 articles before her death in 1939. In the campaign against illiteracy among rural women, Krupskaya obtained the assistance of Red Army teachers and organized conferences on the development of special curricula and books for women. She stressed the individuality of students and urged that teachers should study the students: their character, working conditions, mode of life, and development.

EDUCATION OF WOMEN IN INDIA. Misra, Lakshmi. Available from Macmillan & Co., Ltd., 276 Dr. Dadabhai Naoroji Road, Bombay 1, India (Rs.12). 225p. 1966.

After a survey of the social status and education of women in India prior to the passage of the Government of India Act and the introduction of diarchial government, this document provides data on education for females in the Pre-Independence Period (1921-1947) and in the Post-Independence Period (1947-1966). Information is given on enrollment, curriculum, and expenditures for elementary, secondary, and higher education. Also discussed are professional and technical education for women, coeducation, the role of the central government, governing commissions, women teachers, literacy education, and the influence of economic and political changes.

ADULT EDUCATION FOR WOMEN IN THE CHANGING PATTERN OF SOCIETY, SEMINAR WORKING PAPER. Indian Adult Education Association, New Delhi. In Indian Journal of Adult Education; v29 n10. 4p. October 1968.

The working paper briefly describes, for the guidance of the seminar participants, the points of consideration to be discussed in the areas

of the desirable level of literacy among Indian women, the obstacles to organizing literacy programs for women (including the dropout problem), and the nature of organizations best suited to promoting adult basic education for women.

SEMINAR ON PLANNING ADULT LITERACY IN ASIA (SIMLA, INDIA, 6-25, JUNE 1966). FINAL REPORT. Asian Institute of Educational Planning and Administration, New Delhi (India). Available from UNESCO. Regional Office for Education in Asia, Bangkok. 51p. 1966.

At a seminar in New Delhi on adult literacy, subjects discussed included the need for planning, functional literacy as related to development and to formal education planning programs, consideration of some specific development projects, administration, evaluation of programs, costs and financing, and regional and international cooperation. Among the 20 recommendations stated were insertion of the word "functionally" before "literate" in Unesco's definition of literacy, linking adult literacy programs with those of formal education which would early establish compulsory attendance of all children, making special efforts to draw women into literacy projects because of the influence mothers have on children, organization of training for administration and planning of adult literacy programs, use of 1% of a country's GNP for adult education, holding of regional seminars and exchanging of literacy workers, and reconsideration of the educational strategy in Asian countries to lay greater stress on adult education.

REASONS FOR PARTICIPATION IN WOMEN AND YOUTH GROUPS IN TWO DEVELOPMENT AREAS OF THAILAND. Srinitla, Ruangurai. Iowa State University for Science and Technology, Ames, Iowa. M.S. Thesis. 211p. 1967.

This study dealt with characteristics of members of women's and youth groups in two community development areas of Thailand; the relative importance of members' reasons for joining and remaining in groups; and whether the importance of these reasons may differ by area (northeast or southern), marital and family status, educational background, age, family income, and occupation. A two part questionnaire was administered to 204 persons. Usable questionnaire responses numbered 163. Important reasons for joining and persisting included the influence of participating friends, desire to become a leader in the community, convenient meeting times and places, exposure to experiences helpful in money earning jobs, exposure to new money earning ideas, and (especially in the northeast) better grooming. Geographic area, marital status, occupation, and family income were most significantly related to the major reasons given for joining and remaining in groups. Recommendations were offered for research methods and future topics, along with implications for improving both participation and persistence.

TRENDS IN THE CONTINUING EDUCATION OF WOMEN IN JAPAN. Nuita, Yoko. In Convergence; v2 n2 p26-31. 1969.

In Japan, adult education holds interest for almost all women. The rapid expansion of industry has so greatly changed the society that certain changes which came to the United States over a period of 100 years have happened in Japan in less than 30. In 1940, the average family had five children and the life expectancy was 50 years; in 1967, the average family had two children and the life expectancy was 74 years. The number of women who work doubled from 1955 to 1967, and today one out of every three employees is a woman. The most important national program for women's education, called "Women's Study Classes and Courses" enrolled 2,700,000 women in 1967. The program covers family life, citizenship, child care, and certain vocations. The minister of agriculture, the radio, and parent-teacher associations have joined their efforts in this program for social welfare. It is expected that in the future women will demand programs that are even less superficial and ones in which they can take an active part.

EDUCATION OF WOMEN IN AUSTRALIA. Dawson, Madge. In Convergence; v2 n2 p11-17. 1969.

Although Australia was one of the first countries to allow women suffrage, equal voting rights did not help women gain a place in the working world and in government. In 1959, the Department of Adult Education at the University of Sydney organized an adult education program for candidates for local office. This preparation yielded favorable results: a record number of 88 women stood for election; 54 of these were elected. This participation by women in government has continued up to the present, but is practically negligible at higher levels of government.

AMANDA LABARCA H., EDUCATOR TO THE WOMEN OF CHILE; THE WORK AND WRITINGS OF AMANDA LABARCA H. IN THE FIELD OF EDUCATION IN CHILE; THEIR VALUE IN THE PROGRESS OF EDUCATION IN CHILE. Paul, Catherine Manny. New York University, New York. University Microfilms, (Order Number 67-11,120, MF $3.00, Xerography $9.45). 210p. Ph.D. Thesis. 1967.

This thesis reviews the life of Amanda Labarca, and gives an account and criticism of her educational work and writings. Questionnaires and interviews, works on the social, economic, and cultural development of Chile, and other sources were used. In her educational philosophy she can be classified as a positivist, integralist, and scientific humanist. Her contributions include her primary school textbooks; propagation of the educational philosophy and work of John Dewey and his colleagues; creation of the Seasonal Schools, which

helped raise the national cultural level, expecially among women; arousal of citizen interests in and demand for needed educational reforms; the Experimental School and its influence on secondary education; successes in women's rights and welfare (probably her foremost achievement); the impact of her association with the University of Chile; and service rendered to the Chilean government and the United Nations. Her "History of Education in Chile" is generally considered her most important book on education. In 1963 she was made an Academic Member of the Faculty of the University of Chile.

A VIEW OF WOMEN'S EDUCATION IN PERU. Lipeovich de Querol, Tamara and San Martin, Ester Romero. In Convergence; v2 n2 p37-48. 1969.

Peru spends a large portion of its national budget for education (26% in 1967), but absenteeism from school is very high. Illiteracy is still a serious problem, especially in rural zones, and secondary education is almost unknown outside of Lima. Among those who finish their general secondary education, 71% of the men and 40% of the women continue their education at the university level. Since 1960, there is a proportional increase in the number of women going to university in relation to men. A comparison of tables shows that women were proportionally better qualified than men, and also that a tendency exists for women to choose careers that previously were mainly for men. Two-thirds of the teachers in the presecondary level are women. The problems related to the education of women in Peru become more complex in the rural areas, where financial difficulties are a major obstacle. Two problems still remain: frequent discrimination when educated women try to find a job, and the fact that Latin American men still prefer women not to take jobs outside their own homes.

THE ROLE OF NON-GOVERNMENTAL ORGANIZATION IN THE EDUCATION OF WOMEN IN AFRICAN STATES. Jiagge, Annie. In Convergence; v2 n2 p73-78. 1969.

Mrs. Annie Jiagge, Justice of the Supreme Court of Ghana, describes here the vital role that non-governmental organizations (NGO) play in African education for community life. She believes that non-governmental organizations should not associate to a large extent with government organizations which are too bound by local customs. Any educational program which ignores the innate thirst of the African for spritual betterment does not respond to the deep needs of the people. The author cites certain praiseworthey innovations of NGO in Ghana: creating daycare centers for children of working mothers; campaigning against tuberculosis; training the blind for jobs; and founding colleges -- responsibilities which are now carried on entirely by the local government. The new programs of NGO should study

taboos which discrimiante against women or hamper the education of women or young girls. NGO programs have the Opportunity in Africa to cooperate with African women to promote a new society and to increase the women's desire for advancement.

EDUCATION FOR WOMANHOOD IN EAST AFRICA. United Nations, New York, N.Y. Economic Commission for Africa. In Convergence; v2 n2 p32-36. 1969.

Adult education for women in East Africa includes vocational and liberal learning. Vocational training involves both job and home-making skills. Rural centers providing vocational education combine adult education with community development and offer courses in cooking, child care, house-building, and agriculture. Liberal education includes literacy training, formal adult evening classes, and correspondence courses which lead to recognized certificates. Both types of women's adult training in East Africa impart new skills, explain and initiate change, and help readjust attitudes.

TWO STEPS FORWARD, ONE STEP BACK: AN ACCOUNT OF SOME OF THE DIFFICULTIES THAT CAN PLAGUE WORK AMONG WOMEN. Mayo, Marjorie. In Community Development Journal; v4 n2 p93-98. April 1969.

An account of the difficulties met in an attempt to start educational programs for women in Northern Nigeria is given with reference to traditional boundaries such as the types of marriages which may limit the woman's chance to leave the family compound. Wives of the wealthy and educated were involved. For future programs the need to win the cooperation of the traditional authorities will vary from place to place, as will the degree of inherent conflict between present family structures and any attempt at female education, although both may be widespread problems.

THE EDUCATION OF WOMEN IN TUNISIA; ITS EVOLUTION. Limam, Danielle. In Convergence; v2 n2 p70-72. 1969.

The Code of 1956 gave Tunisian women equal rights with men in family and society. To make possible their meaningful participation, it has been essential to turn to the basic problem of education. There has been a dramatic increase in the number of girls in school, and literacy programs for girls and women are being developed throughout the country. The Union of Tunisian Women is helping to create a favorable climate of opinion by holding meetings in the interior to explain to women how important it is for them to understand their role as educators and as members of society.

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